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ABSTRACT

This guide is intended to assist in the development of competency-based programs for the professional development of vocational education supervisors working at the state level. The first part, which is based on a nationwide study of the competencies needed by state supervisors of vocational education, deals with the key characteristics of state-level supervisor training. It includes a description of training strategies in use, essential elements of successful training programs, and principles of the professional development of state supervisors. Part Two lists recommended print and mediated resources for use in professional development programs for state-level vocational education supervisors. Both general and task-specific resources are listed. Details of the procedures involved in the Developing a Curriculum (DACUM) analysis and general conclusions drawn from the verification study of the administrator competencies identified in the national study are outlined in Part Three. Appendixes to the guide list the mean scores for each task included on the survey instrument and a summary of the general information portion of the survey. Also provided throughout the guide are 16 exhibits, or "samples," including a state-level vocational education program supervisor competency profile, individual and agency professional development worksheets, a job description for the position of state-level vocational education supervisor, an instructional systems model, a master plan for professional development, a professional development delivery options wheel, a comparison of benefits of different training alternatives, and titles of the National Center for Research in Vocational Education's performance- and competency-based administrator education materials. (MN)

A Guide for the Professional Development of the State Vocational Education Supervisor

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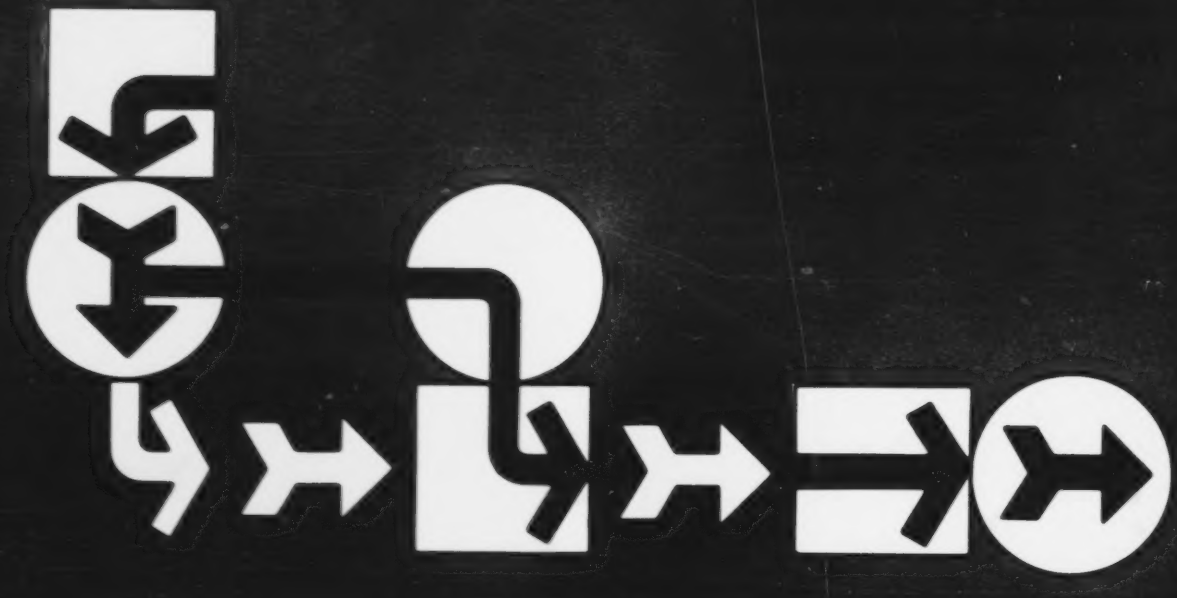

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A Guide for the Professional Development of the State Vocational Education Supervisor

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development
of Professional Materials for Vocational Education

Robert E. Norton, Consortium Program Director
Delores (Dee) Wilder, Consultant
Lois G. Harrington, Program Associate

The National Center for Research in Vocational Education
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FOREWORD

Leadership in vocational-technical education is critical at all levels of the educational enterprise. With the development of this guide, the Consortium for the Development of Professional Materials for Vocational Education initiated activity to help state-level leadership personnel--vocational education supervisors--develop to their fullest potential. The supervisor role must be performed in a highly professional and competent manner if we are to have the excellence we need in our vocational-technical education programs. We hope this guide will contribute significantly to their development and to excellence in education.

Many persons contributed significantly to the development of this guide. Lois G. Harrington, Kathleen Kopp, and Robert E. Norton of the National Center staff participated in the conceptualization of the guide. Dee Wilder, Consultant, assumed major responsibility in drafting the manuscript, with assistance and contributions from Kathleen Kopp and Robert E. Norton.

Recognition goes to the following persons who provided very helpful reviews of the draft document: Marsha Brown Baxter, Dan R. Bruffey, Clara Lee Gaston, Unice H. Latimer, Joycelin Little, Melvin D. Miller, Robert A. Mullen, Jack D. Nichols, Emily Oates, Kenneth A. Swatt, and Robert E. Taylor.

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Ray D. Ryan
Executive Director
The National Center for Research
in Vocational Education

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INTRODUCTION

A state supervisor of vocational education is a person who is employed by a state department of education to provide assistance to local education agencies (LEAs) in one or more vocational service areas. Depending on the state in which the supervisor works, this position may be referred to by a variety of job titles, such as program specialist, program manager, program advisor, or assistant state supervisor. Regardless of variations in actual job titles, the basic roles and responsibilities that these individuals share are fundamentally similar.

Vocational educators familiar with the role of state supervisor are well aware that the brief job description above provides only a simplified statement about the actual work involved. In fact, it only hints at the range of duties and tasks that a person in this role must perform. State supervisors are constantly called on to make use of a broad base of skills and knowledge.

The state supervisor must have expertise not only in the technical aspects of vocational education but in human relations, communication, administration, planning, evaluation, training, and leadership as well. Effective supervisors also must possess such traits as commitment, versatility, and resourcefulness--traits that enable them to dedicate a great deal of time and attention to needs in the field and in the office.

Vocational educators generally are committed to the concept that skill and knowledge development is a lifelong process. It seems, however, that this basic concept may be overlooked in the day-to-day rigors of providing services in a state department of education. The very mission of a state-level vocational supervisor is related to ensuring the continued growth of practicing vocational education teachers. Yet, nationally, there is only very limited formal activity at the state level with regard to (1) recruiting and preparing prospective state supervisors for their role or (2) providing for the ongoing professional development of individuals in this position. Increased demands on the educational system have heightened the field's awareness of the need for guidelines or "models" for the continued professional development of state supervisors.

Due to the importance and complexity of the state supervisor's role, the Consortium for the Development of Professional Materials for Vocational Education sponsored a DACUM job analysis and verification survey for this position. The aim of this study was to identify the specific duties and tasks required of the state supervisor and to obtain a research base from which professional training activities for these individuals could be planned and developed.

This effort involved a two-part national study of the competencies needed by state supervisors of vocational education to carry out their duties and responsibilities effectively. The competencies identified and nationally verified through this study are presented graphically in the profile chart that follows. Details of the procedures involved in the DACUM analysis and general conclusions drawn from the verification study are outlined in Part Three of this guide. Statistical findings and results of the study are presented in Appendices A and B.

Systematic research to identify needed competencies was supplemented with a survey of the characteristics of **successful** supervisor training efforts. The result is a model for professional development of state-level supervisors for consideration and use by state agencies. The model (shown in Part One) is designed for use by both the state administrator and designated state vocational education supervisors. Several training options are presented to enable state agencies to develop professional development approaches appropriate to their own individual and agency needs. For the convenience of the reader, Part One also presents some planning suggestions, assessment tools, and suggested strategies.

A list of recommended resources is provided in Part Two. Since many of the tasks identified for the state supervisor have been addressed in the National Center's performance-based teacher education (PBTE) and competency-based administrator education (CBAE) materials, a cross-reference to those materials is provided where appropriate. Thus, the resources section offers the reader the option of adapting competency-based training materials, learning experiences, and assessment forms where possible. A complete listing of the available PBTE and CBAE materials follows the full citations for other references listed.

STATE VOCATIONAL PROGRAM SUPERVISOR
DACUM COMMITTEE MEMBERS

Marion Fletcher, Agricultural Education, Arkansas

Linda Slaugh, Business Education, Florida

Jim Shiminski, Trade and Industrial Education, Massachusetts

Tom Winters, Industrial Arts, Pennsylvania

Joanna Kister, Home Economics Education, Ohio

James Wiblin, Trade and Industrial Education, Ohio

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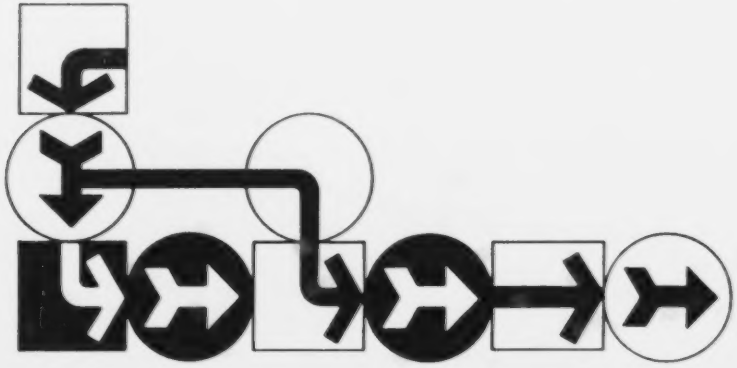
Facilitated by: Robert E. Norton, Consortium Program Director
The National Center for Research in Vocational Education
August 1986

Verified by: These competencies were verified by submitting a task inventory to two state-level vocational education program supervisors in each of the 47 states.

COMPETENCY PROFILE OF STATE-LEVEL VOCATIONAL EDUCATION PROGRAM SUPERVISOR



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COMPETENCY PROFILE OF STATE-LEVEL VOCATIONAL EDUCATION PROGRAM SUPERVISOR

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

Developed as part of a DACUM Analysis and Verification Project conducted by the National Center for Research in Vocational Education

Duties — **Competencies**

A	Provide Technical Assistance	A-1 Assist with the interpretation of statutes and regulations	A-2 Provide program guidelines and recommendations	A-3 Assist with the organization and operation of advisory committees	A-4 Assist with local planning	A-5 Identify program resources	A-6 Broker program resources	A-7 Assist with curriculum implementation	A-8 Replicate exemplary practices	A-9 Assist with the development of program and facility specifications	A-10 Assist with funding applications	A-11 Assist with preparation of program reports	A-12 Conduct program reviews on request	A-13 Assist with program maintenance and upgrading
		A-14 Assist schools with integration of basic and vocational skills	A-15 Assist schools in serving special populations	A-16 Assist schools with program promotion	A-17 Assist with recruitment of vocational staff									
B	Provide Program Leadership	B-1 Identify priority issues	B-2 Identify vocational training needs	B-3 Secure needed research base	B-4 Analyze program data	B-5 Develop program standards and criteria	B-6 Develop program guidelines and recommendations	B-7 Review and evaluate curricular materials	B-8 Coordinate curriculum development	B-9 Identify exemplary practices	B-10 Implement model or innovative programs	B-11 Promote professional organizations	B-12 Provide for program and teacher recognition	B-13 Review and monitor legislation
		B-14 Author materials												
C	Monitor and Evaluate Programs	C-1 Orient local personnel to evaluation process	C-2 Conduct on site evaluations	C-3 Review curriculum and instructional materials	C-4 Review facilities and equipment	C-5 Review student selection and placement	C-6 Review teacher credentials and professional development activities	C-7 Review advisory committee composition and participation	C-8 Assess compliance with statutes and regulations	C-9 Prepare evaluation reports	C-10 Recommend program status (e.g. approval, probation, disapproval)	C-11 Conduct follow-up visits		
D	Coordinate Vocational Student Organization (VSO) Activities	D-1 Assist local VSO advisors	D-2 Advise VSO officers	D-3 Promote VSO activities	D-4 Maintain VSO organizational records	D-5 Manage VSO funds	D-6 Assist with VSO fund-raising activities	D-7 Conduct student leadership seminars and conferences	D-8 Coordinate competitive VSO events	D-9 Develop VSO publications	D-10 Maintain liaison with national VSO organizations			
E	Acquire and Manage Financial Resources	E-1 Prepare funding guidelines	E-2 Prepare requests for proposals	E-3 Conduct proposal writing workshops	E-4 Assist with preparation of proposals	E-5 Review grants proposals	E-6 Review project reports for compliance	E-7 Prepare budgets	E-8 Approve expenditures	E-9 Monitor budgets				
F	Coordinate Preservice and Inservice Training	F-1 Maintain liaison with teacher education institutions	F-2 Assess training needs	F-3 Identify programs to be offered	F-4 Identify training resources	F-5 Schedule inservice activities	F-6 Promote inservice activities	F-7 Conduct inservice programs	F-8 Evaluate preservice and inservice programs					
G	Establish Linkages	G-1 Identify desired linkages	G-2 Establish linkage guidelines	G-3 Identify appropriate contact persons	G-4 Meet with individuals in the private sector	G-5 Attend meetings of associations and organizations	G-6 Organize advisory groups	G-7 Operate advisory groups	G-8 Maintain linkages with organized labor	G-9 Maintain linkages with business and industry	G-10 Cooperate with public agencies	G-11 Articulate secondary and postsecondary programs	G-12 Provide for private sector recognition	G-13 Participate in accreditation visits
H	Market Programs	H-1 Identify target populations (e.g. regular and special populations)	H-2 Identify promising marketing practices	H-3 Develop marketing strategies	H-4 Develop promotional materials	H-5 Make promotional presentations	H-6 Prepare media releases	H-7 Evaluate marketing efforts						
I	Perform Office Administration	I-1 Develop a plan of objectives and activities	I-2 Schedule work activities	I-3 Conduct staff meetings	I-4 Participate in staff meetings	I-5 Maintain records	I-6 Coordinate support staff assignments	I-7 Supervise support staff	I-8 Prepare written correspondence	I-9 Transmit, receive messages and information	I-10 Maintain and disseminate resources			
J	Engage in Personal and Professional Improvement	J-1 Maintain membership in professional organizations	J-2 Participate in conferences and meetings	J-3 Engage in continuing education	J-4 Read professional literature	J-5 Consult with professional colleagues								

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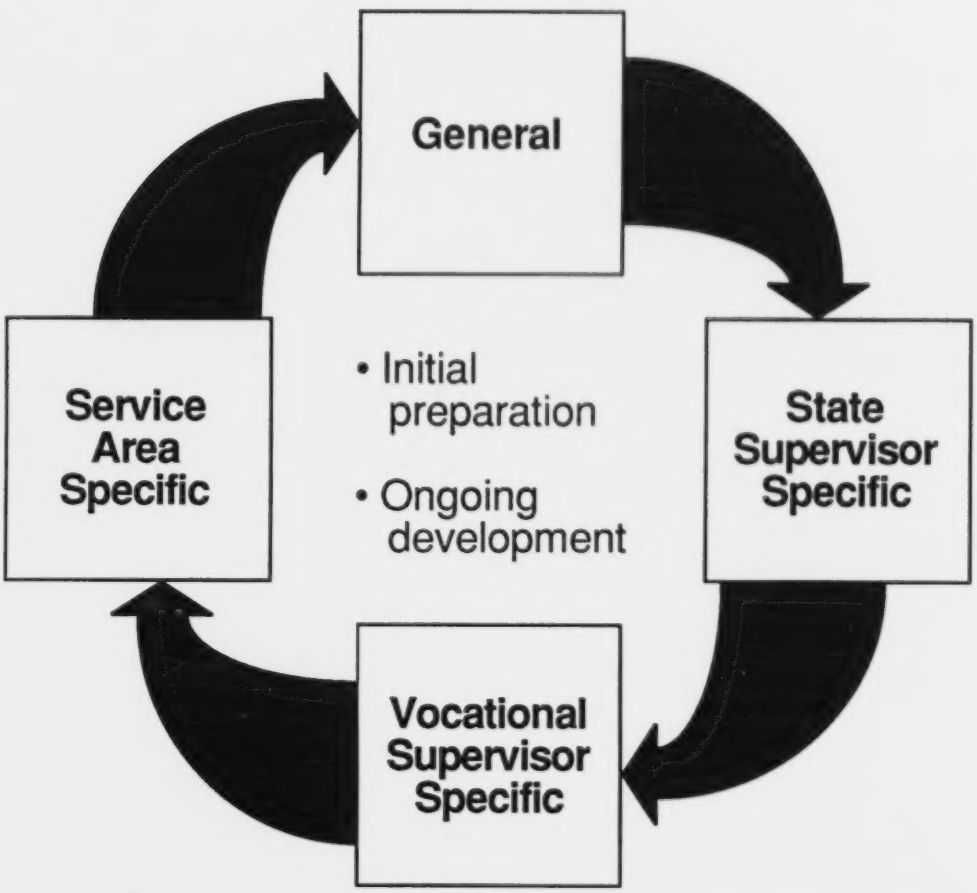
PART ONE

KEY CHARACTERISTICS OF STATE-LEVEL SUPERVISOR TRAINING



A Checklist ✓

For State Supervisor Training

Does your agency have these essential elements?

- ☐ ADMINISTRATIVE COMMITMENT
- ☐ RESOURCES
- ☐ SYSTEMATIC PLANNING
- ☐ REALISTIC GOALS

Description of Training Strategies in Use

Efforts to determine and describe existing training for state supervisors were made through a review of related literature and telephone interviews, as well as electronic mail requests. Information obtained indicated that, in general, the following is true:

- o Prospective state supervisors are sometimes identified through self-nomination or selected by a broad-based committee.
- o State supervisors' primary source of training is their prior experience. Those selected for the position have come up through the ranks and have firsthand knowledge of and experience in vocational-technical education at various levels within the state system. In the words of one respondent, "state-level positions represent the pinnacle of a career in education--a point at which individuals can infuse into their positions of great outreach all their years of knowledge and experience."
- o Training to serve the initial or ongoing professional development needs of the state supervisor is (1) optional, (2) related to overall performance rather than to specific technical or service area knowledge, and (3) sometimes linked to teacher/administrator certificate renewal. Learning by doing is often the primary "training" strategy.

Specific training strategies were, however, operational in some states. For example, professional development activities for supervisors and other state staff were reported by a few states as having been developed in response to legislation and as a component of the state's overall leadership development plan. These models focused primarily on state-sponsored and/or state-conducted inservice efforts designed to meet the perceived needs of **all** administrative and supervisory personnel. Few states, however, reported having a program in place to ensure that instructional supervisors at the **state level** obtain a required number of hours for updating and improvement.

Many departments of education offer a number of training and staff development options to address the **general** knowledge and skills needed for updating and/or enhancing performance. Participation in such activities is usually voluntary, and the supervisor's workload may prohibit or delay participation. Some agencies offer training only when enough trainees are available or interested. Various forms of informal and formal credit options are usually available to the participants. Salary increases are not usually tied to participation since, in state agencies, pay raises are often legislated.

Professional development activities for state staff are determined through a variety of needs assessment approaches, including the following:

- o Committee consideration of current goals and training needs (advisory committee, curriculum committee, personnel training committee)
- o Compilation of individual needs assessments
- o Summarization of individual professional development plans
- o Analysis of deficiencies that surface from annual performance reviews
- o Combination of the above

However, the survey of states revealed a need for both (1) more focused strategic or systematic planning to address the professional development needs of state vocational education supervisors and (2) models for targeted professional development activities to ensure the continued effectiveness of the state supervisor.

Essential Elements of Successful Training Programs

If, indeed, it is the intent of a state agency to broaden and develop the knowledge base and technical skills of state supervisors and the agency/office as a whole, then the professional development of staff must be both ongoing and systematic. The factors identified that seem to contribute most to a successful program for the professional development of vocational education supervisors include administrative commitment, allocation of necessary resources, systematic planning, and realistic goal setting. On the following pages, each of these key factors is defined and described, and sample tools and resources related to each factor are provided.

Essential Element: Administrative Commitment

Element Defined

The administration must establish an **atmosphere supportive of professional development** and promote understanding of the notion that professional development activities are an appropriate part of the work day. Participation in such activities should be encouraged and facilitated.

For example, the agency may demonstrate its support through one or more of the following strategies:

- o Granting of educational leave
- o Provision for (or requiring of) participation in a minimum number of staff development days per year
- o Payment of travel and expenses for professional development
- o Initiation of regular discussions among supervisors to brainstorm changing needs, circumstances, and requirements that have an impact on professional development
- o Provision of opportunities for supervisory staff to share information on their respective supervisory/ leadership activities
- o Provision of a system for individual assessment of professional development needs (self-assessment/competency inventory)
- o Provision of the means for keeping all supervisors and staff well informed of professional development activities (calendars, brochures, etc.)

Sample Tools and Resources

1. Request for prior approval of participation in staff development activity (sample 2)
2. Individual professional development worksheet (sample 3)
3. State supervisor professional development needs survey (sample 4)
4. Agency professional development worksheet (sample 5)

SAMPLE 2

REQUEST FOR PRIOR APPROVAL OF PARTICIPATION IN STAFF DEVELOPMENT ACTIVITY

Sponsoring Agency/Division _____

Brief Descriptive Activity Title _____

_____

Location of Activity _____
(Place and City)

Instructor or Other Person Directly Supervising Activity Who Will Certify Credit for Participants _____
(One Name Only)

Estimated Enrollment _____ Estimated Instructor/Participant Ratio _____

Target Participation Group _____

Date Course or Workshop Begins _____ Ends _____

Number of Contact Hours _____ Number of Days _____

Number of Units of Renewal Credit Requested _____

Name _____ Title _____

Agency/Division _____ Address _____

_____

Telephone _____ Date _____

(Signature of Applicant) _____

APPROVAL

Number of Units of Credit Approved _____

(Signed) _____
Division of Staff Development, State Department of Public Instruction

Date _____ Reference Number _____

Comments _____

_____

SAMPLE 3

INDIVIDUAL PROFESSIONAL DEVELOPMENT WORKSHEET

(NOTE: This worksheet may be used for one or several goals and for both long- and short-term goals. It should be completed and discussed with key management as well as the coordinator for human resource development.)

My goal is . . . or I would like to improve _____

_____

_____

_____

_____

WORKSHOPS/COURSES/OTHER ACTIVITIES	DATE PLANNED	DATE COMPLETED

SAMPLE 4

STATE SUPERVISOR PROFESSIONAL DEVELOPMENT NEEDS SURVEY

DIRECTIONS: This instrument lists 104 supervisory skills identified through research conducted by the National Center for Research in Vocational Education as important to the role of the state vocational supervisor. Two scales are provided. For each skill listed, please circle the appropriate number on each scale to indicate (1) your current ability to perform this skill and (2) your desire or need to further improve your ability to perform the skill. *Your individual responses will be kept in strict confidence; they are for your use in working with your supervisor to plan your professional development program.*

_____
Name

_____
Date

Supervisory Skills	Current Ability				Desire/Need to Improve in This Area			
	Poor	Fair	Good	Excellent	Low	Medium	High	Very High
DUTY A. PROVIDE TECHNICAL ASSISTANCE								
1. Assist with the interpretation of statutes and regulations	1	2	3	4	1	2	3	4
2. Provide program guidelines and recommendations	1	2	3	4	1	2	3	4
3. Assist with the organization and operation of advisory committees	1	2	3	4	1	2	3	4
4. Assist with local planning	1	2	3	4	1	2	3	4
5. Identify program resources	1	2	3	4	1	2	3	4
6. Broker program resources	1	2	3	4	1	2	3	4
7. Assist with curriculum implementation	1	2	3	4	1	2	3	4
8. Replicate exemplary practices	1	2	3	4	1	2	3	4
9. Assist with the development of program and facility specifications	1	2	3	4	1	2	3	4
10. Assist with funding applications	1	2	3	4	1	2	3	4
11. Assist with preparation of program reports	1	2	3	4	1	2	3	4
12. Conduct program reviews on request	1	2	3	4	1	2	3	4
13. Assist with program modification and upgrading	1	2	3	4	1	2	3	4
14. Assist local education agencies (LEAs) with integration of basic and vocational skills	1	2	3	4	1	2	3	4
15. Assist LEAs in serving special populations	1	2	3	4	1	2	3	4
16. Assist LEAs with program promotion	1	2	3	4	1	2	3	4
17. Assist with recruitment of vocational staff	1	2	3	4	1	2	3	4
DUTY B. PROVIDE PROGRAM LEADERSHIP								
1. Identify priority issues	1	2	3	4	1	2	3	4
2. Identify vocational training needs	1	2	3	4	1	2	3	4
3. Secure needed research base	1	2	3	4	1	2	3	4
4. Analyze program data	1	2	3	4	1	2	3	4
5. Develop program standards and criteria	1	2	3	4	1	2	3	4
6. Develop program guidelines and recommendations	1	2	3	4	1	2	3	4
7. Review and evaluate curricular materials	1	2	3	4	1	2	3	4
8. Coordinate curriculum development	1	2	3	4	1	2	3	4
9. Identify exemplary practices	1	2	3	4	1	2	3	4
10. Implement model or innovative programs	1	2	3	4	1	2	3	4
11. Promote professional organizations	1	2	3	4	1	2	3	4
12. Provide for program and teacher recognition	1	2	3	4	1	2	3	4
13. Review and monitor legislation	1	2	3	4	1	2	3	4
14. Author materials	1	2	3	4	1	2	3	4

NOTE: This survey instrument can be reproduced for your use if desired.

	Current Ability				Desire/Need to Improve in This Area			
	Poor	Fair	Good	Excel-lent	Low	Medium	High	Very High
DUTY C. MONITOR AND EVALUATE PROGRAMS								
1. Orient local personnel to evaluation process	1	2	3	4	1	2	3	4
2. Conduct on-site evaluations	1	2	3	4	1	2	3	4
3. Review curriculum and instructional materials	1	2	3	4	1	2	3	4
4. Review facilities and equipment	1	2	3	4	1	2	3	4
5. Review student selection and placement	1	2	3	4	1	2	3	4
6. Review teacher credentials and professional development activities	1	2	3	4	1	2	3	4
7. Review advisory committee composition and participation	1	2	3	4	1	2	3	4
8. Assess compliance with statutes and regulations	1	2	3	4	1	2	3	4
9. Prepare evaluation reports	1	2	3	4	1	2	3	4
10. Recommend program status (e.g., approval, probation, disapproval)	1	2	3	4	1	2	3	4
11. Conduct follow-up visits	1	2	3	4	1	2	3	4
DUTY D. COORDINATE VOCATIONAL STUDENT ORGANIZATION (VSO) ACTIVITIES								
1. Assist local VSO advisors	1	2	3	4	1	2	3	4
2. Advise VSO officers	1	2	3	4	1	2	3	4
3. Promote VSO activities	1	2	3	4	1	2	3	4
4. Maintain VSO organizational records	1	2	3	4	1	2	3	4
5. Manage VSO funds	1	2	3	4	1	2	3	4
6. Assist with VSO fund-raising activities	1	2	3	4	1	2	3	4
7. Conduct student leadership seminars and conferences	1	2	3	4	1	2	3	4
8. Coordinate competitive VSO events	1	2	3	4	1	2	3	4
9. Develop VSO publications	1	2	3	4	1	2	3	4
10. Maintain liaison with national VSO organizations	1	2	3	4	1	2	3	4
DUTY E. ACQUIRE AND MANAGE FINANCIAL RESOURCES								
1. Prepare funding guidelines	1	2	3	4	1	2	3	4
2. Prepare requests for proposals	1	2	3	4	1	2	3	4
3. Conduct proposal writing workshops	1	2	3	4	1	2	3	4
4. Assist with preparation of proposals	1	2	3	4	1	2	3	4
5. Review grants/proposals	1	2	3	4	1	2	3	4
6. Review project reports for compliance	1	2	3	4	1	2	3	4
7. Prepare budgets	1	2	3	4	1	2	3	4
8. Approve expenditures	1	2	3	4	1	2	3	4
9. Monitor budgets	1	2	3	4	1	2	3	4
DUTY F. COORDINATE PRESERVICE AND INSERVICE TRAINING								
1. Maintain liaison with teacher education institutions	1	2	3	4	1	2	3	4
2. Assess training needs	1	2	3	4	1	2	3	4
3. Identify programs to be offered	1	2	3	4	1	2	3	4
4. Identify training resources	1	2	3	4	1	2	3	4
5. Schedule inservice activities	1	2	3	4	1	2	3	4
6. Promote inservice activities	1	2	3	4	1	2	3	4
7. Conduct inservice programs	1	2	3	4	1	2	3	4
8. Evaluate preservice and inservice programs	1	2	3	4	1	2	3	4

	Current Ability				Desire/Need to Improve in This Area			
DUTY G. ESTABLISH LINKAGES	Poor	Fair	Good	Excel-lent	Low	Medium	High	Very High
1. Identify desired linkages	1	2	3	4	1	2	3	4
2. Establish linkage guidelines	1	2	3	4	1	2	3	4
3. Identify appropriate contact persons	1	2	3	4	1	2	3	4
4. Meet with individuals in the private sector	1	2	3	4	1	2	3	4
5. Attend meetings of associations and organizations	1	2	3	4	1	2	3	4
6. Organize advisory groups	1	2	3	4	1	2	3	4
7. Operate advisory groups	1	2	3	4	1	2	3	4
8. Maintain linkages with organized labor	1	2	3	4	1	2	3	4
9. Maintain linkages with business and industry	1	2	3	4	1	2	3	4
10. Cooperate with public agencies	1	2	3	4	1	2	3	4
11. Articulate secondary and postsecondary programs	1	2	3	4	1	2	3	4
12. Provide for private sector recognition	1	2	3	4	1	2	3	4
13. Participate in accreditation visits	1	2	3	4	1	2	3	4
DUTY H. MARKET PROGRAMS								
1. Identify target populations (e.g., regular and special populations)	1	2	3	4	1	2	3	4
2. Identify promising marketing practices	1	2	3	4	1	2	3	4
3. Develop marketing strategies	1	2	3	4	1	2	3	4
4. Develop promotional materials	1	2	3	4	1	2	3	4
5. Make promotional presentations	1	2	3	4	1	2	3	4
6. Prepare media releases	1	2	3	4	1	2	3	4
7. Evaluate marketing efforts	1	2	3	4	1	2	3	4
DUTY I. PERFORM OFFICE ADMINISTRATION								
1. Develop a plan of objectives and activities	1	2	3	4	1	2	3	4
2. Schedule work activities	1	2	3	4	1	2	3	4
3. Conduct staff meetings	1	2	3	4	1	2	3	4
4. Participate in staff meetings	1	2	3	4	1	2	3	4
5. Maintain records	1	2	3	4	1	2	3	4
6. Coordinate support staff assignments	1	2	3	4	1	2	3	4
7. Supervise support staff	1	2	3	4	1	2	3	4
8. Prepare written correspondence	1	2	3	4	1	2	3	4
9. Transmit/receive messages and information	1	2	3	4	1	2	3	4
10. Maintain and disseminate resources	1	2	3	4	1	2	3	4
DUTY J. ENGAGE IN PERSONAL AND PROFESSIONAL IMPROVEMENT								
1. Maintain membership in professional organizations	1	2	3	4	1	2	3	4
2. Participate in conferences and meetings	1	2	3	4	1	2	3	4
3. Engage in continuing education	1	2	3	4	1	2	3	4
4. Read professional literature	1	2	3	4	1	2	3	4
5. Consult with professional colleagues	1	2	3	4	1	2	3	4

SAMPLE 5

AGENCY PROFESSIONAL DEVELOPMENT WORKSHEET

TITLE OF TRAINING/ ACTIVITY	DESCRIPTION	TARGET TRAINEES	PROFESSIONAL DEVELOPMENT OPTIONS*	LOCATION/ DATE/TIME	INSTRUCTORS
Effective Supervision	Provides training in the necessary skills of supervision to get positive results from employees. Training includes delegation, discipline, organization of work, feedback, listening, and improved communication.				
Motivation Techniques	Participants look at themselves and others relative to how people are motivatated. Training will show how to create the right environment for self-motivation. Participants will become aware of good listening and observing skills as they apply to stimulating motivation.				
Assertiveness Training	For those who want to strengthen their leadership image, handle responsibilities more confidently, and direct co-workers with authority. Training will include how to manage others without being aggressive or manipulative. Also, participants will develop a self-improvement plan for more assertive behavior.				

*Select appropriate option(s) from wheel, sample 12, p. 24.

Essential Element: Resources

Element Defined

Allocation of the necessary resources--monetary resources, human resources, and time--are all necessary to operationalize a model for professional development. The **monetary resources** allotted for personnel and staff development must not be allowed to be consumed by the delivery system for vocational education. In implementing a successful professional development program for state supervisors, the administration will need to ensure that sufficient funds are available for the desired/needed activities each year. Systematic planning, with ongoing needs assessments, can help with the identification of special or unique needs that may affect the amount of resources required.

States have historically designated an individual to coordinate vocational education personnel development. They must also commit the **human resources** necessary to implement a plan for ongoing human resource development. The designation of a human resource development coordinator has resulted in successful staff development programs in the few states where it occurs.

This person (or persons) assumes a major role in planning, facilitating, and updating agency-sponsored professional development activities; educating and informing personnel of their responsibilities for professional development; and ensuring that competent and effective human resources are utilized in the delivery of instruction and activities.

Finally, **time** will be a key resource in the success of the model. Administrative time, clerical time, and planning time will all be necessary to effectively implement ongoing training of the state supervisor. It is recommended that a calendar of training be developed and utilized to ensure planning for all training and supportive activities.

Sample Tools and Resources

1. Job description (sample 6)
2. Agency professional development worksheet (sample 5, p. 15)
3. Request for approval/funding of individual professional development activity (sample 7)
4. Annual report of staff development activities (sample 8)

SAMPLE 6

JOB DESCRIPTION

JOB TITLE	Coordinator of Human Resources Development
FUNCTIONAL AREA	Administration
DIVISION/UNIT	Human Resources Development
BASIC FUNCTION	To administrator programs and services designed to provide professional development (including planning, assessing needs, coordinating, organizing, implementing, evaluating, and disseminating) for all professional vocational education staff.
DUTIES	1. To coordinate inservice training requests/programs and implement or supervise training based on needs identified by individual and management. 2. To summarize common needs and provide needs assessment data and reports regularly for planning and decision making. 3. To provide special projects, activities, and resources and opportunities to address individual professional development needs. 4. To develop an annual calendar of professional development activities for state supervisors and others. 5. To develop, submit, and monitor a budget for human resource development. 6. To work jointly with other divisions as appropriate to review needs and plan priorities for departmentwide professional development.

SAMPLE 7

REQUEST FOR APPROVAL AND FUNDING OF INDIVIDUAL PROFESSIONAL DEVELOPMENT ACTIVITY

Name _____

Date of request _____

Beginning date of activity _____ Ending date _____

Type of activity (conference, workshop, seminar, college course)_____

_____

Last time participated in this type activity _____

State specific objectives and job-performance competencies to be strengthened by the activity (use additional pages, if necessary):

_____

_____

_____

_____

_____

_____

Resources needed:

_____

_____

_____

I agree to provide a final report within 30 days of completion.

_____
Signed by applicant

_____
Signed by supervisor

Bottom portion is to be completed by appropriate individual(s) within the Division of Vocational Education.

_____ I (we) recommend approval of this request and recommend $_____ be supplied for the funding of the activity.

SAMPLE 8

ANNUAL REPORT OF STAFF DEVELOPMENT ACTIVITIES

Program (area) _____

1. Type of Activity

	Number of Personnel Enrolled	Total $ Cost	Total $ Allotted
A. Senior College or University Credit	_____	_____	_____
B. Planned Travel for Credit	_____	_____	_____
C. Courses or Workshops Planned by Institutions of Higher Education on the Basis of Continuing Education Units	_____	_____	_____
D. Local Inservice Courses or Workshops for Credit	_____	_____	_____
E. Individualized Staff Development for Credit	_____	_____	_____
F. Courses or Workshops Sponsored by the State Department of Public Education for Credit	_____	_____	_____
TOTALS	_____	_____	_____

2. Source of Funds _____

Essential Element: Systematic Planning

Element Defined

Systematic planning for any significant program or activity implies use of a systems model or systematic approach. Use of an instructional systems model can ensure systematic planning for professional development.

In performing a needs assessment for state vocational education supervisors, the needs of both the organization and the individual should be considered. Individual needs of the state supervisor can be categorized into the following four areas: (1) service area specific, (2) vocational education supervisor specific, (3) state supervisor specific, (4) and general. Using the DACUM competency list to periodically assess the training needs of the new or incumbent state supervisor, a personal professional development plan can be prepared for each supervisor.

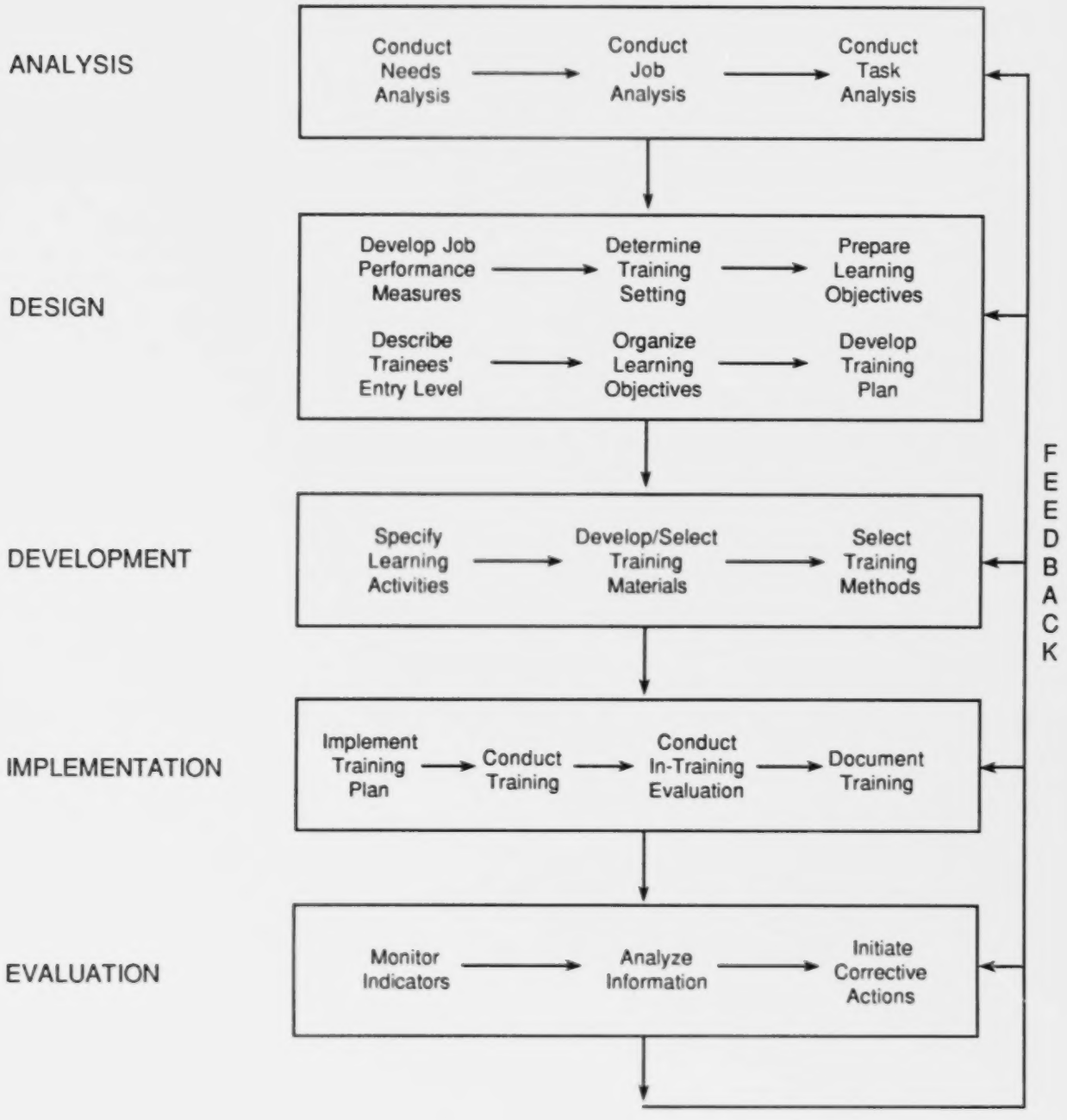
As indicated by the wheel of options, a number of alternatives should be considered for meeting needs, and the planning process should provide the necessary flexibility to respond to both changing circumstances and recurring needs. Consideration of professional development activities and/or formal training options from the outer wheel will help ensure that the needs of both the individual (supervisor) and the organization (state agency) are met. A mechanism for participant and program evaluation is vital to ensure relevance and program improvement.

Sample Tools and Resources

1. Instructional systems model (sample 9)
2. Master plan for professional development (sample 10)
3. Participant evaluation of staff development activity (sample 11)
4. Professional development delivery options wheel (sample 12)

SAMPLE 9

INSTRUCTIONAL SYSTEMS MODEL



SAMPLE 10

MASTER PLAN FOR PROFESSIONAL DEVELOPMENT

Competency(ies):

Program Format:

Presenter(s): Number of Points:

Dates & Times Presented: Location:

PLEASE PRINT OR TYPE

Participant Information

Name	Social Security No.	Position Class Title	Class Code	ORG Code	Location	Phone	Supervisor	Attendence	Evaluation *	Instr. Pts.	
										Cert.	Non-Cert

*S-Satisfactory; I-Incomplete

(to be completed for each large-group activity)

Signature/Human Resource Development Coordinator

SAMPLE 11

PARTICIPANT EVALUATION OF STAFF DEVELOPMENT ACTIVITY

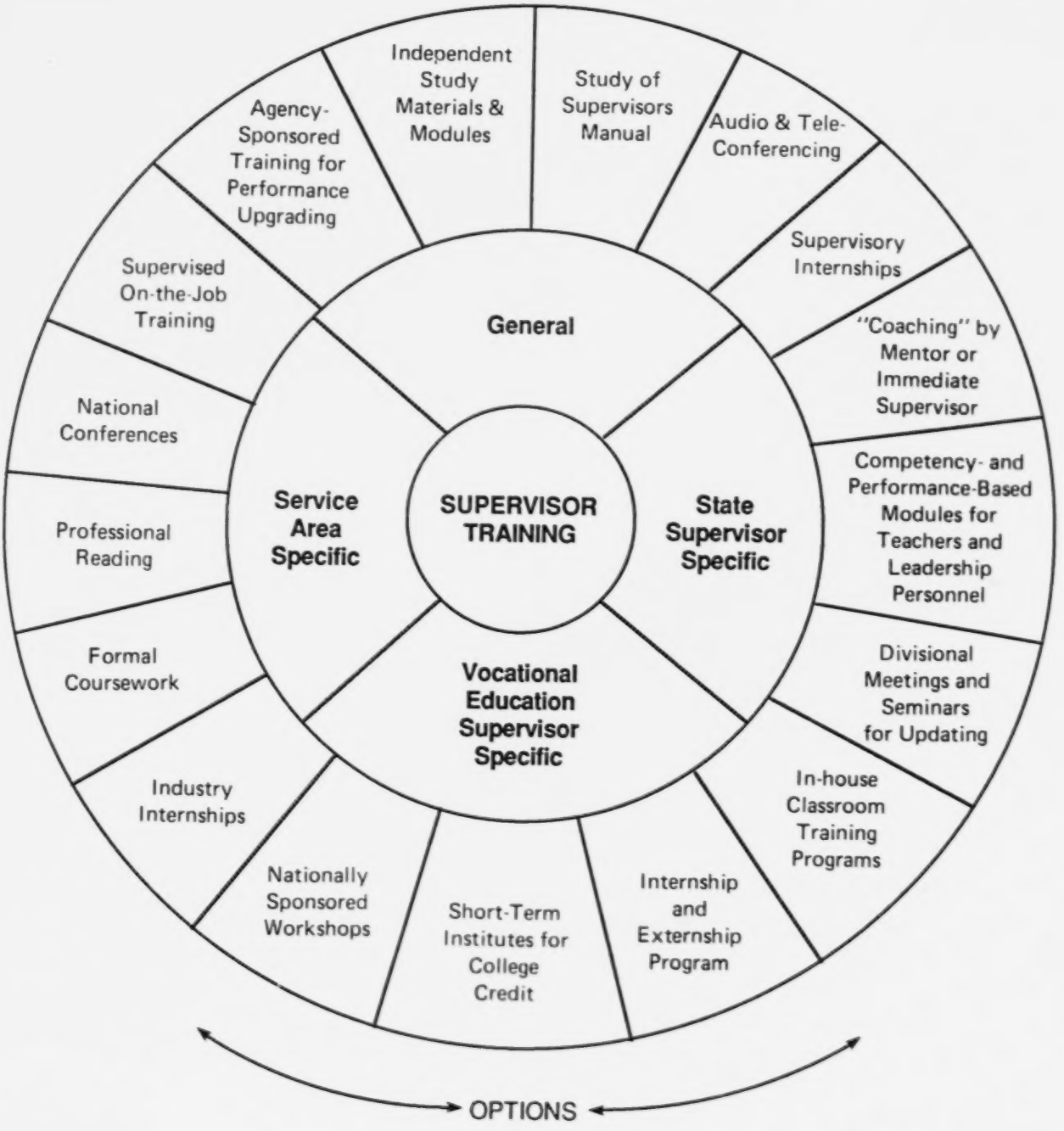
INSTRUCTIONS: Each participant in this staff development activity should evaluate the quality of the activity by checking either Strongly Agree (SD), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) for each of the statements below.

	SD	D	U	A	SA
1. The objectives were related to my educational concerns.					
2. The objectives were related to practical educational application in my specific job setting.					
3. The activity had some outstanding components that were informative, unique, or innovative					
4. Presentations were well organized.					
5. The program schedule was well adapted to my professional development needs.					
6. My questions were satisfactorily answered by personnel conducting the activity.					
7. Meeting facilities were suitable.					
8. The strategies utilized, including instructional resources, were appropriate for meeting the stated objectives.					
9. Overall, personnel conducting the activity exhibited the qualities essential to the success of the workshop (consider creativity, specialized knowledge, communication skills, and the like).					
10. Overall, the activity was a successful training experience for me.					
11. Adequate provisions were made for me to provide feedback to the personnel conducting the workshop.					
12. Adequate provisions were made for me to identify needs that were not previously identified.					
13. As a result of this staff development activity, I will alter my educational behavior in a positive direction in my specific job setting.					

Comments (please use back)

SAMPLE 12

PROFESSIONAL DEVELOPMENT DELIVERY OPTIONS WHEEL



Note: External wheel revolves to allow selection of alternatives based on the most appropriate option for desired outcome.

Essential Element: Realistic Goals

Element Defined

A successful, ongoing program for the professional development of the state vocational education supervisor will require realistic goal setting. Coordinating the needs and requirements of the supervisor with the simultaneous needs of the state agency may not be an easy task. Minimum requirements, based on needed training for new supervisors and critical needs for upgrading, may need to be identified and communicated via an agency management plan.

It is important to realize that only so much can be accomplished each year, and with staff, administrative, and legislative changes, the program will require ongoing attention and updating. New approaches and training options will need to be tried, and essential feedback must be gathered to ensure the usefulness and effectiveness of the program. The importance of realistic goals, which are achievable in light of available resources, cannot be overemphasized.

Sample Tools and Resources

1. Comparison of benefits for training alternatives (sample 13)
2. Goal and guidelines for state supervisor professional development (sample 14)

SAMPLE 13

COMPARISON OF BENEFITS FOR TRAINING ALTERNATIVES

BENEFITS OF IN-HOUSE PROGRAMS

- o Control over scheduling content and materials
- o Control over selection of program leader
- o Lower participant cost
- o Opportunity for supervisors to get better acquainted

BENEFITS OF OUTSIDE PROGRAMS

- o Greater variety of subjects
- o Fewer distractions and interruptions
- o Opportunities to boost morale of those selected to attend
- o Participants exposed to leaders from outside organization
- o Opportunity to try out other employees as substitute supervisors

SAMPLE 14

GOAL AND GUIDELINES FOR STATE SUPERVISOR PROFESSIONAL DEVELOPMENT

GOAL

The Department of Vocational Education will provide for ongoing professional growth and development of state vocational education supervisors through selected training programs, workshops, and other activities as recommended by the coordinator of human resource development.

GUIDELINES

1. All training programs will conform to the highest standards of quality and professionalism.

2. A mandatory curriculum combining management philosophies, systems, and skills will be provided to all management and supervisory personnel.

3. Professional growth opportunities will be provided to ensure effective and efficient sources for accomplishing the mission of the Department of Vocational Education.

4. All existing and proposed agency training will be coordinated to ensure maximum utilization and sharing of state training resources by all agencies.

5. Development of new training programs will be based on thorough assessment and analysis of agencies' organizational and individual needs.

To summarize, the following four essentials should characterize an effective state supervisor training program:

- o Administrative commitment
- o Allocation of necessary resources (monetary, human, time)
- o Systematic planning
- o Realistic goals

Given the above, the supervisor and the agency may wish to use a work-sheet format such as the one presented in sample 5, p. 15, to schedule and outline available training options. Use of this tool (or similar tools) will (1) enable identification of appropriate activities that may be scheduled by other agencies or divisions of state government and (2) reveal where in-house training programs may need to be developed.

Principles for Professional Development of the State Supervisor

Although "models" for training specific target groups are in use and often described in the literature, few have direct application for use in the state agency to meet initial and ongoing needs for professional development. Survey information emphasized the importance of (1) having training designed specifically for state supervisors, (2) scheduling to minimize disruption of ongoing efforts and peak activity periods of the state agency, and (3) providing a good mix of in-house and outside options to meet both agency and individual needs. States did report meeting critical mass or large-group needs through regular divisional or departmental meetings, national meetings, and one- or two-week summer workshops. Thus, it would seem most useful for this guide to describe mechanism(s) for determining and addressing the individual and small-group needs of the state supervisor.

The vocational education Extern Model[1], most often presented for meeting inservice needs of vocational administrators, is responsive to the need of providing planned training with a minimum of interruption in the state agency work plan. For this reason, it is included as one of the many alternatives on the professional development wheel of options (sample 12, p. 24).

In addition, the seven principles that characterize the Extern Model are useful in planning and providing for the professional development needs of the state supervisor, and they reinforce the four essential elements outlined earlier. These principles are as follows:

- o Planning Principle--The importance of long-range planning for personnel development needs is emphasized. Priority training needs of state supervisors should evolve from (1) priority training needs of the agency and (2) individual competency inventories.

---

1. Melvin D. Miller, "The Extern Program--A Means to Deliver Competency-Based Vocational Administrator Education," paper presented at EPDA-Sponsored National Personnel Development for Local Administrators of Vocational Education Program, The Ohio State University, Columbus, Ohio, February 14-17, 1978.

- o **Cooperation Principle**--Training should be a cooperative effort, representing commitment by the individual and the agency involved. Shared commitment by the participant and the employing agency enhances opportunity for the individual to implement new practices and improve quality of performance.
- o **Goal Principle**--Training should involve the goals of both the individual participant and the group. Identifying participant needs, as well as needs that are common to an entire group of trainees, and focusing on those goals provides direction and dictates needed activities.
- o **Continuation Principle**--Delivering training over an extended period provides for meaningful planning, creates an opportunity to carry out implementation activities, and creates opportunities and options that short-term training cannot offer.
- o **Product Principle**--Participants may be asked to produce a product as part of the implementation phase to provide evidence that training activities have made a difference. The product may be a long-range plan, a systematic evaluation of existing programs, or other appropriate (supervisory) tools.
- o **Evaluation Principle**--Evaluation is ongoing and is both process- and product-oriented. Regular evaluation of group training activities, as well as informal feedback from individually oriented activities, should provide the basis for modifying activities at any point.
- o **Credit Principle**--Participation in training should not require enrolling for credit, but it should be offered as an optional benefit. Appropriate pre- and posttesting techniques for measuring the growth and change occurring in participants should be recognized as valid measures of learning where required.

The process of group planning and goal development for an extern program can be accomplished by a committee--a steering committee, curriculum committee, or other group charged with designing training activities that consider and provide for agency needs as well as individual needs. Competency profiles from both are useful in developing training goals. When finalized, activities to address individual and group goals are scheduled over a long-term period, and alternative strategies for addressing each ray be identified. In certain cases, individual assistance may be required for dealing with goals unique to one particular individual.

Individual and group needs can be met with extern program activities scheduled one year at a time. Training sessions may need to be scheduled from Thursday through Saturday to enable a minimum of disruption in work plans. As indicated earlier, the "essentials" listed are the key to success. Adequate resources (such as the human resources development coordinator) and management recognition of the importance of providing for individual needs will encourage participation.

Finally, group meetings are evaluated and provide immediate feedback for planning future group sessions. It is recommended that evaluation be done to determine the effectiveness of the program content, examine the appropriateness of the instructional process, and determine the impact on participants, including pre- and posttesting of specific supervisory competencies.

For the state director of vocational education, planning for the professional development of the state supervisor should be a key factor in comprehensive program improvement. It is important both to capitalize on agency-wide training efforts and to provide for supervisors' special needs via outside programs such as the Extern Model approach. Since state plans for vocational education outline expenditures of federal dollars primarily for the professional development of vocational teachers and local vocational administrators, a suggested goal for state planning should be that provided in sample 14, p. 27. It is our intent that the goal statement and alternative resources provided throughout this guide will enable accomplishment of such a goal.

PART TWO

RESOURCES

This part of the guide comprises three sections, as follows:

- Printed Resources: Task Specific--A chart shows specific materials that can be used to gain knowledge and skill related to specific supervisory duties and tasks. One column lists relevant modules from the National Center's competency-based administrator education (CBAE) series. The next column lists relevant modules from the National Center's performance-based teacher education (PBTE) series. The last column lists other relevant publications. The titles of the CBAE and PBTE modules (listed by number on the chart) are shown in samples 15 and 16. Complete citations for the other publications listed are provided, following the samples, in the Bibliography of Task-Specific Resources.

- Printed Resources: General--Resources that apply to the supervisor's role and responsibilities in general are listed in this section. Three types of materials are cited: specific texts and articles, periodicals, and product catalogs.

- Mediated Resources--Computer software and videotapes that can be used in developing supervisors' knowledge and skills are identified in this section.

PRINTED RESOURCES: TASK SPECIFIC

STATE SUPERVISOR DUTIES AND TASKS	OBAE MODULE SERIES *	PBTE MODULE SERIES *	OTHER*
DUTY A: PROVIDE TECHNICAL ASSISTANCE			
A-1 Assist with the interpretation of statutes and regulations	LT-A-1 LT-D-1 LT-C-1 LT-D-4 LT-C-2 LT-F-4		Alexander & Alexander, The Law of Schools, Students and Teachers in a Nutshell Cobb, An Introduction to Educational Law Hudgins & Vacca, Law and Education
A-2 Provide program guidelines and recommendations	LT-A-1 LT-B-4 LT-A-2	A-6 J-1 A-8 K-1 A-9 L-1 B-3 L-5 D-1 N-1	Harrington, Guide to Vocational-Technical Education Program Alternatives Harrington, Guide to the Administration of Adult Vocational Education King-Fitch, Improving the Basic Skills of Vocational-Technical Students
A-3 Assist with the organization and operation of advisory committees	LT-F-1	A-4 A-5	
A-4 Assist with local planning	LT-A-1 LT-A-2	A-6 to A-9	Norton, DACUM Handbook Starr et al., Coordination in Vocational Education Planning
A-5 Identify program resources	LT-I-1	B-5 K-4 B-6 L-4 E-1 N-5	
A-6 Broker program resources	LT-I-1	I-1 K-4	

A-7 Assist with curriculum implementation	LT-B-1 to LT-B-5				Finch & Crunkilton, Curriculum Development in Vocational and Technical Education
A-8 Replicate exemplary practices	LT-B-2				
A-9 Assist with the development of program and facility specifications	LT-G-1		E-8 E-9	K-3 L-5	Design Guide for Barrier-Free Schools Jenkins, ed., Guide for Planning Educational Facilities
A-10 Assist with funding applications	LT-A-2 LT-H-2	LT-H-3	E-1	E-2	Larson, How to Write a Winning Proposal
A-11 Assist with preparation of program reports	LT-F-4		A-3 A-10	A-11 E-2	
A-12 Conduct program reviews on request	LT-A-3		A-11 D-6	G-10 J-8	Cook, Program Evaluation and Review Technique Tuckman, Evaluating Instructional Programs Wentling, Evaluating Occupational Education and Training Programs
A-13 Assist with program modification and upgrading	LT-A-3 LT-B-2	LT-I-1 LT-I-2			Kowle et al., Problem Solving Process Loucks-Horsley & Hergert, An Action Guide to School Improvement
A-14 Assist schools with integration of basic and vocational skills			M-1 to M-6		Barlow, "Bridging the Gap between General and Vocational Education" Harrington & Fitch, Integration of Academic and Vocational-Technical Education
A-15 Assist schools in serving special populations	LT-C-2		C-14	L-1 to L-13 N-1 to N-6	Design Guide for Barrier-Free Schools

*For complete titles of modules listed and complete citations for the other sources listed, see samples 15 and 16 and the bibliography that follow this chart.

STATE SUPERVISOR DUTIES AND TASKS	CBAE MODULE SERIES *	PBTE MODULE SERIES *	OTHER*
A-16 Assist schools with program promotion	LT-F-2	G-1 to G-7 L-13 N-2	AVA, Promoting Vocational Education Building Public Confidence in Your Schools Farlow, Publicizing and Promoting Programs Walling, A Complete Book of School Public Relations
A-17 Assist with recruitment of vocational staff	LT-D-1	I-5	Kopp & Harrington, Recruitment and In-service Training of Nondegreed Teachers
DUTY B: PROVIDE PROGRAM LEADERSHIP			
B-1 Identify priority issues	LT-A-1 LT-I-1 LT-A-3 LT-I-2	A-1 to A-3 A-10 A-11	Greenfield, Instructional Leadership
B-2 Identify vocational training needs	LT-A-1	A-7 A-11 A-10 B-1	
B-3 Secure needed research base	LT-A-1 LT-I-1		
B-4 Analyze program data	LT-A-2	A-3 A-11 A-10	
B-5 Develop program standards and criteria	LT-A-2	A-6 K-2 D-1	
B-6 Develop program guidelines and recommendations	LT-A-1 LT-B-4 LT-A-2	A-6 J-1 A-8 K-1 A-9 L-1 B-3 L-5 D-1 N-1	
B-7 Review and evaluate curricular materials	LT-A-3 LT-I-1 LT-B-2	B-3 to B-6 K-4	

B-8 Coordinate curriculum development	LT-B-1		B-3 to B-6 K-4		Finch & Crunkilton, Curriculum Development in Vocational and Technical Education
B-9 Identify exemplary practices	LT-B-2	LT-I-1	I-1		
B-10 Implement model or innovative programs	LT-B-2				Hall & Hord, Change in Schools Rogers, Diffusion of Innovations
B-11 Promote professional organizations	LT-E-3		I-1	I-2	
B-12 Provide for program and teacher recognition	LT-F-2		G-1 to G-7		
B-13 Review and monitor legislation	LT-A-1 LT-C-1 LT-C-2	LT-D-1 LT-D-4 LT-F-4			Hudgins & Vacca, Law and Education
B-14 Author materials			G-5		Sabin, The Gregg Reference Manual Strunk & White, Elements of Style
DUTY C: MONITOR AND EVALUATE PROGRAMS					
C-1 Orient local personnel to evaluation process	LT-A-3		A-11	D-6	
C-2 Conduct on-site evaluations	LT-A-3		A-11	D-6	
C-3 Review curriculum and instructional materials	LT-I-1		B-5 B-6	K-4	
C-4 Review facilities and equipment	LT-A-3 LT-G-1	LT-G-2 LT-G-3	A-11 E-3	E-8 E-9	Jenkins, ed., Guide for Planning Educational Facilities
C-5 Review student selection and placement	LT-C-1	LT-C-4			Pucel, Review and Synthesis of Criteria Useful for the Selection and Admission of Vocational Students
C-6 Review teacher credentials and professional development activities	LT-D-1 LT-D-3	LT-E-1 LT-E-2			

STATE SUPERVISOR DUTIES AND TASKS	CBAE MODULE SERIES *	PBTE MODULE SERIES *	OTHER*
C-7 Review advisory committee composition and participation	LT-F-1	A-4 A-5	
C-8 Assess compliance with statutes and regulations	LT-F-4		
C-9 Prepare evaluation reports	LT-A-3	A-11 D-6	
C-10 Recommend program status (e.g., approval, probation, disapproval)	LT-A-3		
C-11 Conduct follow-up visits			
DUTY D: COORDINATE VOCATIONAL STUDENT ORGANIZATION (VSO) ACTIVITIES		H-1 to H-6	The official handbook for the vocational student organization in the service area in question.
D-1 Assist local VSO advisors			
D-2 Advise VSO officers			
D-3 Promote VSO activities			
D-4 Maintain VSO organizational records			
D-5 Manage VSO funds			
D-6 Assist with VSO fund-raising activities			
D-7 Conduct student leadership seminars and conferences			
D-8 Coordinate competitive VSO events			
D-9 Develop VSO publications			
D-10 Maintain liaison with national VSO organizations			

DUTY E: ACQUIRE AND MANAGE FINANCIAL RESOURCES				
E-1 Prepare funding guidelines	LT-F-4			
E-2 Prepare requests for proposals	LT-H-3			
E-3 Conduct proposal writing workshops	LT-H-3			Larson, How to Write a Winning Proposal
E-4 Assist with preparation of proposals	LT-H-3			Larson, How to Write a Winning Proposal
E-5 Review grant/proposals	LT-H-3			
E-6 Review project reports for compliance	LT-F-4			
E-7 Prepare budgets	LT-H-1	E-1	E-2	
E-8 Approve expenditures	LT-H-1			
E-9 Monitor budgets	LT-H-1			
DUTY F: COORDINATE PRESERVICE AND INSERVICE TRAINING				Bart & Norton, Updating the Technical Skills of Vocational-Technical Instructors
				Beegle & Edelfelt, eds., Staff Development
				Dunkin, ed., The International Encyclopedia of Teaching and Teacher Education
				Edelfelt, Inservice Education
				Hamilton & Wonacott, Updating Teachers for Tomorrow's Technology
				Houston & Pankratz, Staff Development and Educational Change
				Howey et al., School-Focused Inservice

STATE SUPERVISOR DUTIES AND TASKS	CBAE MODULE SERIES *	PBTE MODULE SERIES *	OTHER*
(DUTY F--continued)			Kopp & Harrington, Recruitment and Inservice Training of Nondegreed Teachers
F-1 Maintain liaison with teacher education institutions			
F-2 Assess training needs	LT-E-1	D-6	Dubravicic et al., Assessing Vocational Teachers Harris, Developmental Teacher Evaluation
F-3 Identify programs to be offered	LT-E-2		
F-4 Identify training resources	LT-E-2		
F-5 Schedule inservice activities	LT-E-2		
F-6 Promote inservice activities	LT-E-2		
F-7 Conduct inservice programs	LT-E-2		
F-8 Evaluate preservice and inservice programs	LT-E-2		
DUTY G: ESTABLISH LINKAGES			Gonder, Linking Schools and the Community Spencer & Harrington, A Guide to Linkage in Action
G-1 Identify desired linkages	LT-F-2 LT-J-1 LT-F-3	G-1 N-2	
G-2 Establish linkage guidelines	LT-F-2 LT-J-2		
G-3 Identify appropriate contact persons	LT-F-2 LT-J-2		

G-4	Meet with individuals in the private sector	LT-F-3	LT-J-2			
G-5	Attend meetings of associations and organizations	LT-F-3				
G-6	Organize advisory groups	LT-F-1		A-4		
G-7	Operate advisory groups	LT-F-1		A-5		
G-8	Maintain linkages with organized labor	LT-F-3 LT-J-1	LT-J-2			Edwards, The Perspective of Organized Labor on Improving America's Productivity Norton & Belcher, A Guide to Linkages between Vocational Education and Organized Labor in the United States
G-9	Maintain linkages with business and industry	LT-J-2	LT-J-3			School Shop, April 1983 VocEd, May 1983
G-10	Cooperate with public agencies	LT-F-3	LT-F-4	G-8		
G-11	Articulate secondary and postsecondary programs	LT-B-1	LT-F-4	G-9		Long et al., Avenues for Articulation
G-12	Provide for private sector recognition	LT-F-3		J-10		
G-13	Participate in accreditation visits					
DUTY H:	MARKET PROGRAMS					(see also sources for task A-16)
H-1	Identify target populations (e.g., regular and special populations)	LT-F-2		G-1 L-13	N-2	
H-2	Identifying promising marketing practices	LT-F-2		G-1 L-13	N-2	
H-3	Develop marketing strategies	LT-F-2		G-2 to G-7 L-13	 N-2	Ihlanfeldt, Achieving Optimal Enrollments and Tuition Revenues

STATE SUPERVISOR DUTIES AND TASKS	CBAE MODULE SERIES *	PBTE MODULE SERIES *		OTHER*
H-4 Develop promotional materials	LT-F-2	G-3	G-4	
H-5 Make promotional presentations	LT-F-2	G-2		
H-6 Prepare media releases	LT-F-2	G-5	G-6	
H-7 Evaluate marketing efforts	LT-F-2	G-1	N-2	
DUTY I: PERFORM OFFICE ADMINISTRATION				
I-1 Develop a plan of objectives and activities				
I-2 Schedule work activities				Blanchard & Johnson, The One Minute Manager
				Christie, Getting a Grip on Time Management
				Goodloe et al., Managing Yourself
				Turla & Hawkins, Time Management Made Easy
I-3 Conduct staff meetings				DeBruyn & Benjamin, Mastering Meetings
I-4 Participate in staff meetings				
I-5 Maintain records		E-4		
I-6 Coordinate support staff assignments				
I-7 Supervise support staff				
I-8 Prepare written correspondence				Lewis, Secrets of Successful Writing, Speaking, and Listening
				Wilkinson & Clarke, Communicating through Letters and Reports

I-9	Transmit/receive messages and information					Goldhaber, Organizational Communication Lewis, Secrets of Successful Writing, Speaking, and Listening
I-10	Maintain and disseminate resources	LT-I-1		E-4		
DUTY J:	ENGAGE IN PERSONAL AND PROFESSIONAL IMPROVEMENT					
J-1	Maintain membership in professional organizations	LT-E-3	LT-F-3	I-1	I-2	
J-2	Participate in conferences and meetings	LT-E-3		I-1	I-2	
J-3	Engage in continuing education	LT-E-3		I-1	I-2	
J-4	Read professional literature	LT-E-3		I-1	I-2	
J-5	Consult with professional colleagues	LT-E-3		I-1	I-2	

SAMPLE 15

TITLES OF THE NATIONAL CENTER'S PBTE MATERIALS

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

SAMPLE 16

TITLES OF THE NATIONAL CENTER'S CBAE MATERIALS

LEADERSHIP & TRAINING (LT) SERIES

Category A: Program Planning, Development, and Evaluation

- LT-A-1 Develop Local Plans for Vocational Education: Part I
- LT-A-2 Develop Local Plans for Vocational Education: Part II
- LT-A-3 Direct Program Evaluation

Category B: Instructional Management

- LT-B-1 Direct Curriculum Development
- LT-B-2 Guide the Development and Improvement of Instruction
- LT-B-3 Manage the Development of Master Schedules
- LT-B-4 Prepare to Install Competency-Based Education
- LT-B-5 Establish and Refine the CBE Program

Category C: Student Services

- LT-C-1 Manage Student Recruitment and Admissions
- LT-C-2 Provide Systematic Guidance Services
- LT-C-3 Maintain School Discipline
- LT-C-4 Establish a Student Placement Service and Coordinate Follow-up Studies

Category D: Personnel Management

- LT-D-1 Select School Personnel
- LT-D-2 Supervise Vocational Education Personnel
- LT-D-3 Evaluate Staff Performance
- LT-D-4 Manage School Personnel Affairs

Category E: Professional and Staff Development

- LT-E-1 Appraise Staff Development Needs
- LT-E-2 Provide a Staff Development Program
- LT-E-3 Plan for Your Professional Development

Category F: School-Community Relations

- LT-F-1 Organize and Work with a Local Vocational Education Advisory Council
- LT-F-2 Promote the Vocational Education Program
- LT-F-3 Involve the Community in Vocational Education
- LT-F-4 Cooperate with Government and Community Agencies

Category G: Facilities and Equipment Management

- LT-G-1 Provide Buildings and Equipment for Vocational Education
- LT-G-2 Manage Vocational Buildings and Equipment
- LT-G-3 Manage the Purchase of Equipment, Supplies, and Insurance

Category H: Business and Financial Management

- LT-H-1 Prepare Vocational Education Budgets
- LT-H-2 Identify Financial Resources for Vocational Education
- LT-H-3 Develop Applications and Proposals for Funding Vocational Education

Category I: Program Improvement

- LT-I-1 Use Information Resources to Help Improve Vocational Education Programs
- LT-I-2 Use Inquiry Skills to Help Improve Vocational Education Programs

Category J: Linkage with BIL/GM

- LT-J-1 Develop a Linkage Plan
- LT-J-2 Establish Linkages with BIL/GM
- LT-J-3 Provide Customized Training Programs for BIL/GM

Learning Materials: Guides

- Guide to Vocational-Technical Education Program Alternatives: Secondary and Postsecondary—An Introduction
- Guide to the Administration of Adult Vocational Education
- A Guide to Linkage in Action: Selected Models
- Linkage is . . . A Guide for Board Members
- Linkage is . . . A Guide for BIL/GM
- Improving the Basic Skills of Vocational-Technical Students: An Administrator's Guide
- Updating the Technical Skills of Occupational Instructors: An Administrator's Guide
- Recruitment and Inservice Training of Nondegreed Teachers: An Administrator's Guide
- Integration of Academic and Vocational-Technical Education: An Administrator's Guide
- A Guide for the Professional Development of the State Vocational Education Supervisor
- Competency-Based Testing for Occupational Students: A Resource Guide

Supporting Materials: CBAE Concepts

- Guide to Using Competency-Based Vocational Education Administrator Materials
- Resource Person's Guide to Implementing Competency-Based Administrator Education Concepts and Materials
- Vocational Administrator Competency Profiles
- An Introduction to Competency-Based Administrator Education (slide/audiotape)
- Optional Supplementary Print and Audiovisual Resources Suggested for the CBAE Modules

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Training and Development Journal. American Society for Training and Development; 1630 Duke Street; Box 1443; Alexandria, VA 22313. Published monthly. Subscription $20/members, $55/nonmembers.

Educational Leadership. Association for Supervision and Curriculum Development; 125 North West Street; Alexandria, VA 22314. Published monthly September through May, except bimonthly December/January. Subscription $32 per year.

Action in Teacher Education. Association of Teacher Educators; 1900 Association Drive, Reston, VA 22091. Published quarterly. Subscription $20 per year.

The Executive Educator. National School Boards Association; 1680 Duke Street; Alexandria, VA 22314. Subscription $45 per year.

Vocational Education Journal. American Vocational Association; 1410 King Street; Alexandria, VA 22314. Published monthly August through May with combined November/December and January/February issues. Subscription $10/members, $20/nonmembers.

Product Catalogs

ASCD Products Catalog. This catalog lists a variety of books, journals, audiocassettes, videocassettes, and filmstrips available from the Association for Supervision and Curriculum Development; 125 North West Street; Alexandria, VA 22314.

ASTD Buyer's Guide and Consultant Directory. This directory lists hundreds of products and services available to human resource development professionals. Request from American Society for Training and Development; 1630 Duke Street; Alexandria, VA 22313.

HRD Quarterly. This lists many publications dealing with leadership, management, training, development, team building, and communications. Request from Organization Design and Development; 101 Bryn Mawr; Bryn Mawr, PA 19010.

AMA Catalog. This catalog lists courses, seminars, conferences, books, cassettes, and magazines to help keep you on top of the business world. Many topics are suitable for educational managers and supervisors. Request from American Management Association; 135 West 50th Street; New York, NY 10020.

National Center for Research in Vocational Education Products Catalog. This describes over 800 publications on nearly all aspects of adult, vocational, and technical education. While some of the publications are reports of research findings, many deal with guidelines for program development, management, and evaluation and other topics of general interest to all educators. Request from Program Information Office; National Center for Research in Vocational Education; 1960 Kenny Road; Columbus, OH 43210.

AVA Resources Catalog. This lists many yearbooks and other references of value to vocational-technical educators. Available from the American Vocational Association; 1410 King Street; Alexandria, VA 22314.

PBTE Materials Catalog. This lists the titles and prices of the performance-based teacher education materials developed by the National Center for Research in Vocational Education. Request from the American Association for Vocational Instructional Materials; 120 Driftmier Engineering Center; Athens, GA 30602.

CBAE Materials Catalog. This lists the titles and prices of the competency-based administrator education materials developed by the National Center for Research in Vocational Education for vocational-technical leadership personnel. Request from the American Association for Vocational Instructional Materials; 120 Driftmier Engineering Center; Athens, GA 30602.

MEDIATED RESOURCES

Computer Software

Instructional Supervisor by Marvin A. Henry and David W. Pease (1986). Presents typical supervisory problems in human relations, types of supervision, analysis of teaching, and evaluation of teaching. Includes feedback on choices, comments on alternative solutions, and a performance profile for each section that reveals the basic orientation of the user toward supervision. Available for the Apple II Series, Commodore 64, and IBM-PC. Sycamore Press; P.O. Box 552; Terre Haute, IN 47808 ($40).

Videotapes

Teaching Skillful Thinking. Includes a series of four tapes: (1) Issues in Teaching Thinking (34 minutes); (2) The Skillful Thinker (21 minutes); (3) Teaching for Thinking (30 minutes); and (4) Teaching of Thinking and About Thinking (22 minutes). Available for rental ($145) or purchase ($695/members, $795/nonmembers). Association for Supervision and Curriculum Development; 225 North Washington Street; Alexandria, VA 22314.

School Improvement through Staff Development. Includes a 33-minute videotape in five parts: (1) Introduction, (2) Stages of Improvement, (3) Principles of School Improvement, (4) Benefits, and (5) Conclusion. Explains why school improvement and staff development are synonymous and the importance of systematic school improvement. Available for rental ($50) or purchase ($225/members, $260/nonmembers). Association for Supervision and Curriculum Development; 225 North Washington Street; Alexandria, VA 22314.

AMA Film/Video Catalog. Lists many videotapes and films on a wide variety of managerial and supervisory topics. While most are oriented to business and industry, the generic messages offered are applicable to most educators. AMA Film/Video; 85 Main Street; Watertown, MA 02172.

Critical Issues in Vocational/Technical Education (VS 113). Marvin Feldman. Columbus, OH: National Center for Research in Vocational Education, The Ohio State University, 1986.

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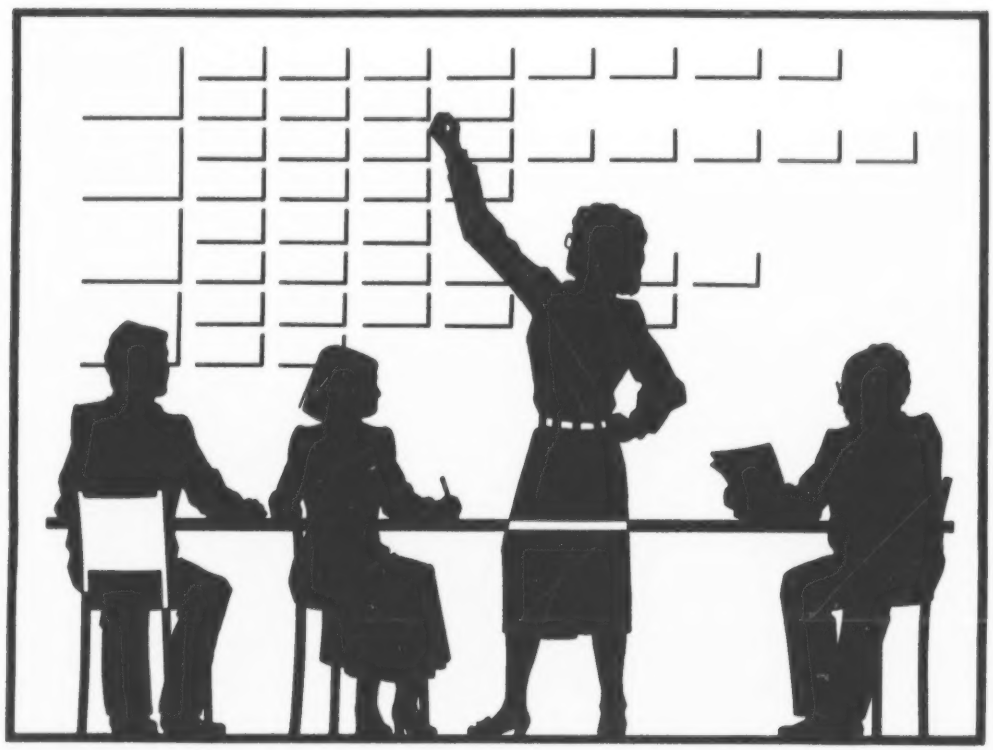
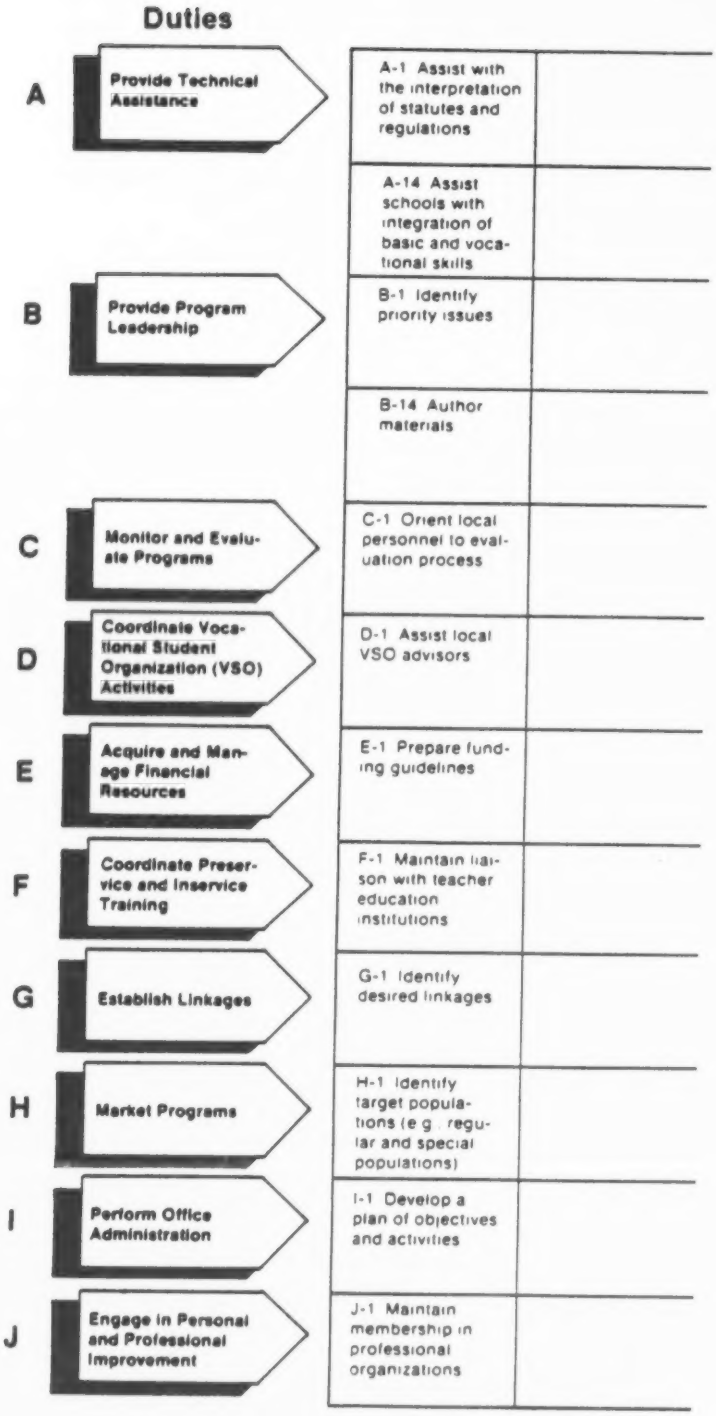
NOTES

PART THREE

THE STATE SUPERVISOR NATIONAL COMPETENCY IDENTIFICATION AND VERIFICATION EFFORT





Duties: distinct major activities involved in performing a job; a collection of related tasks.

Tasks: discrete units of work performed by an individual in the completion of an assigned duty.

Conducting the Job Analysis (DACUM)

The National Center for Research in Vocational Education (on behalf of the Consortium for the Development of Professional Materials for Vocational Education) conducted a DACUM analysis and verification survey of the state vocational program supervisor's position (1986).[2] This study involved the careful identification and verification of the many tasks performed by state supervisors throughout the United States.

An initial listing of the tasks performed by state supervisors was prepared by organizing and convening a DACUM (Developing A Curriculum) job analysis committee of six persons considered to be expert state supervisors. The committee members and their areas of specialization are listed in sample 1 (pp. 3-4). The committee members, relying on their own knowledge and experience and with the guidance of a DACUM facilitator, identified the duties and tasks considered important to them, individually and collectively.

The tasks identified by the DACUM committee formed the basis for developing a verification instrument, which was submitted by mail to two expert supervisors in 47 of the 50 states and to members of the DACUM panel. Qualified respondents were carefully selected on the basis of the knowledge and experience they had gained through direct involvement in most, if not all, of the tasks identified through the DACUM process. A total of 76 supervisors responded to the task inventory.

Despite the variety of job titles applied to state supervisor's positions, survey participants included only those people whose fundamental roles and responsibilities were similar (i.e., individuals who are employed by a state department of education and provide assistance to local education agencies [LEAs] in one or more vocational service areas). For the purposes of this survey, and for the sake of simplicity, all of these individuals are referred to as state supervisors.

The verification respondents were asked to rate task statements according to (1) importance and (2) degree of task learning difficulty, using a six-point Likert-type scale ranging from 0-5. The two questions were posed as follows:

- For each task: How **important** is the performance of the task **in your job** as a state supervisor?
- For each task rated to be of some importance: How **difficult** is it to **learn** to perform the task effectively?

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2. Robert E. Norton, National Competency Identification and Verification Report: State Vocational Program Supervisor (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1986).

Respondents were asked first to indicate how important they believed each task was to the overall supervision of vocational education programs in their states, regardless of whether they personally performed each task or another state supervisor performed it. If nonsupervisory personnel independently performed a given task, respondents were requested to mark it as of no importance to their jobs as state supervisors. The following scale was used in rating the importance of each task:

5 = Of **Great** Importance (Performance is critical to program operation in your state.)
4
3
2
1
0 = Of **No** Importance (Performance makes no contribution to program operation or is not performed by state supervisors in **your** state.)

For each of the task statements rated to be of some importance (i.e., 1-5), respondents were asked to indicate the degree of task learning difficulty. Difficulty was rated by the extent to which the task is difficult to learn to perform for most supervisors. Survey participants were asked to assume the learner had the type of education and previous experiences typical for someone in the job of state supervisor. The following scale was used to indicate the degree of task learning difficulty:

5 = Extremely Difficult (The task is extremely difficult to learn to perform.)
4
3
2
1
0 = Extremely Easy (The task is extremely easy to learn to perform; no training is needed.)

Survey respondents were also asked to add statements to each duty area that described any other critical tasks they had performed or felt needed to be performed by supervisors in their states. If they felt that any of the listed statements were incorrect or needed clarification, participants were asked to modify or rewrite them. Finally, the respondents were also asked to answer other selected questions about themselves and their states.

Findings of the Survey

The findings of this survey are based on the 104 tasks identified in the DACUM analysis, which were clustered into the following 10 duty areas:

- o PROVIDE TECHNICAL ASSISTANCE
- o PROVIDE PROGRAM LEADERSHIP
- o MONITOR AND EVALUATE PROGRAMS
- o COORDINATE VOCATIONAL STUDENT ORGANIZATION (VSO) ACTIVITIES

- o ACQUIRE AND MANAGE FINANCIAL RESOURCES
- o COORDINATE PRESERVICE AND INSERVICE TRAINING
- o ESTABLISH LINKAGES
- o MARKET PROGRAMS
- o PERFORM OFFICE ADMINISTRATION
- o ENGAGE IN PERSONAL AND PROFESSIONAL IMPROVEMENT

A competency profile chart for the job of state-level supervisor of vocational education was developed on the basis of the survey results (see sample 1, pp. 3-4). The results of the survey were summarized in terms of mean scores for each question about each task; these data are shown in Appendix A. The respondents were also asked to answer other selected questions about themselves and their states. These data are summarized question by question in Appendix B. The remainder of this section presents some **general** conclusions that can be drawn from the verification data.

General Conclusions from Verification Data

A critical feature that emerges from the data is that, of all the supervisor's duties, the highest ranked duty area (when computed by averaging the means of each task within each duty area) is **ENGAGE IN PERSONAL AND PROFESSIONAL DEVELOPMENT**. This ranking suggests that before supervisors can effectively provide assistance to other individuals and institutions, they must exhibit both personal and professional confidence. Respondents indicated that supervisors gain a solid base of professional awareness through maintaining open lines of communication with their colleagues, participating in professional organizations and conferences, and acquiring knowledge of changes in educational practice and technological innovations.

The fact that the second highest ranked duty area is **PERFORM OFFICE ADMINISTRATION** offers additional evidence that a large part of the state supervisor's time and attention must be focused first on meeting the needs at their "home base" before they can serve effectively in the field. Respondents ranked planning and priority-setting tasks as the foremost in this duty area. By thoughtfully identifying objectives and planning related activities, supervisors develop a foundation from which they can meet immediate administrative needs and improve their practice in the field.

The evidence also indicates that time management and resource management skills are essential to the supervisor's job. In support of the need for these skills, survey participants cited such tasks as scheduling of work activities, coordination and supervision of staff, and maintenance of records and resources.

Communication skills--both written and oral--emerged as another important feature in the administrative duty area. Supervisors must frequently conduct staff meetings, prepare written correspondence, and transmit important messages to colleagues, support staff, and many other individuals. Listening and interpreting skills were also identified as important aspects of communication, because the supervisor must be able to understand and synthesize the

information he or she receives, whether it comes through letters, conversations with individuals, memory, or journals.

The third highest ranked duty area was **COORDINATE PRESERVICE AND INSERVICE TRAINING**, indicating that a fundamental part of vocational program supervision lies in developing substantive professional training and support services for the individuals who actually perform much of the work in the program service area. By ranking professional training activities for their teachers as a high priority, respondents are stating that an important function of supervision is to help create and maintain effective programs, rather than simply to monitor or evaluate their programs' vital signs.

Survey respondents indicated that in coordinating inservice and preservice training, they need to perform the full range of tasks, beginning with needs assessment and identification of appropriate programs and resources, and including scheduling, promoting, conducting, and evaluating training programs. The task that received the highest rating was "Maintain liaison with teacher education institutions."

The duty area **PROVIDE PROGRAM LEADERSHIP** almost parallels training coordination in ranking of importance. Respondents to the survey clearly felt that effective program leadership means helping to develop and maintain the vocational programs they supervise. Again, the evidence indicates that one of the supervisor's primary roles is as a program developer, rather than an overseer of programs that are already in place. In addition, respondents highlighted the importance of developing up-to-date program standards and criteria, rather than relying solely on standards that were established in another time and situation.

Performing well in the leadership role also requires that supervisors be able to identify **priority issues** and **vocational training needs** by using a solid research base and analyzing program data to help identify these factors. Verification evidence also shows that supervisors must identify exemplary practices and implement model programs, as well as review and evaluate curricular materials and, in some cases, author materials. In addition, the supervisor needs to review and monitor legislation in order to ensure that program curriculum and development are consistent with current law. Finally, supervisors need to provide recognition for vocational programs and their teachers, while also promoting involvement in professional organizations.

The duty area **PROVIDE TECHNICAL ASSISTANCE** was close to the center of the priority ratings assigned to supervisors' duties. This ranking suggests that although technical assistance is an important element of the supervisor's job, it cannot be provided effectively if the supervisor does not also fulfill a large portion of the tasks in the more highly ranked duty areas.

The primary tasks in this area are oriented to providing assistance to individual local education agencies (LEAs) in almost all the functions of operating vocational programs, including administration, resource development, and promotion. The highest ranked task in this area was "Provide program guidelines and recommendations," and many of the other highly ranked tasks seem to be directly related to this. For example, supervisors need to review programs, assist in local planning and program modification, help interpret laws and regulations, and aid in the development of programs and facilities.

Curriculum development forms a substantial part of the technical assistance duty area. The supervisor assists LEAs in the implementation of curriculum, the modification or upgrading of the curricular program, and the replication of exemplary practices. The supervisor also helps LEAs to accommodate current educational goals within the curriculum: the integration of basic and vocational skills and the provision of services for special populations, for example.

Supervisors are also called upon to assist LEAs with "nitty-gritty" tasks. For instance, LEAs may need help in organizing and operating advisory committees, locating and accessing resource materials, recruiting vocational staff, preparing reports, and developing funding applications.

Verification ratings seem to follow a sort of "chronological logic" in that the next ranked duty area is **MONITOR AND EVALUATE PROGRAMS**. Supervisors are called upon to evaluate LEAs' instructional program delivery in many areas in which they also provide development assistance and leadership. For instance, the most highly ranked task in this area, "Assess compliance with statutes and regulations," is directly related to the most highly ranked task in the technical assistance duty area, "Assist with the interpretation of statutes and regulations." This clearly suggests that the survival and growth of vocational programs is greatly dependent on the ability of individuals at all levels of the educational process to stay abreast of and comply with regulations and legislation. An important factor to note is that interpretation and compliance with laws and statutes is rated as a relatively difficult task to learn to perform.

In addition, supervisors must review curriculum and instructional materials as they assist in curriculum development, implementation, and improvement/updating. Likewise, supervisors conduct on-site evaluations of the programs and facilities for which they have helped develop guidelines, specifications, and modification procedures. During the process of reviewing the LEAs' student selection and placement, supervisors need to assist schools in serving special populations.

Finally, supervisors need to review teacher credentials and professional development activities and to help them with the evaluation process. They must also help coordinate pre- and inservice training activities. Ultimately, the circle comes to a full close when the supervisor must recommend program status (e.g., approval, probation, disapproval), make evaluation reports, and conduct follow-up visits that require performing many of the tasks involved in providing technical assistance and program leadership. Ideally, in this type of situation--one in which the supervisor acts as both a helper and an evaluator--evaluation provides a basis for enhancing continued program development and improvement.

The next two duty areas in the priority ratings--**ESTABLISH LINKAGES** and **MARKET PROGRAMS**--both deal with helping LEAs maximize their contacts with the communities they are serving. In both cases, the supervisor needs strong organizational skills, as well as skills in communicating with individuals and organizations in both the public and private sectors. The supervisor needs similar skills in working to develop secondary and postsecondary program

articulation and in meeting with advisory groups that have a role in the linkage process.

When marketing programs, the supervisor needs to help LEAs identify appropriate target populations and marketing strategies. He or she also must participate in and develop marketing strategies, materials, and presentations. Just as with establishing linkages, these tasks all require strong skills in presenting vocational programs to the public and strengthening the ties between schools and the community.

In addition to these skills, state supervisors also need to be able to communicate with and provide leadership and technical assistance to students in the program areas they serve. Respondents to the survey indicated that they probably have the most direct contact with students in vocational programs when performing the tasks involved in the duty area **COORDINATE VOCATIONAL STUDENT ORGANIZATION (VSO) ACTIVITIES.** Supervisors provide leadership assistance to VSO members and officers by conducting student leadership seminars, coordinating competitive events, maintaining a liaison with national VSO organizations, promoting VSO activities, and assisting in fund-raising activities. State supervisors also provide administrative and technical assistance to VSOs by helping to maintain records, manage funds, and develop publications.

The final state supervisor duty area is **ACQUIRE AND MANAGE FINANCIAL RESOURCES.** The majority of the supervisor's tasks in this area are related to providing technical assistance with grant proposals--assisting with requests, writing, and preparation, as well as reviewing proposals and project reports for compliance. (Again, the supervisor must utilize knowledge and skills in interpreting statutes and regulations.) In addition, respondents indicate that it is important for supervisors to prepare funding guidelines, approve (LEA) expenditures, and prepare and monitor budgets.

APPENDIX A

SURVEY RESULTS: MEAN SCORES FOR EACH TASK

The results of the survey (N = 76) are summarized on the following pages in terms of mean scores for each question about each task. In reading the data summary, use the following key:

- o Task Importance: Mean is based on a 0-5 scale, where 0 = no importance, and 5 = great importance.
- o Task Learning Difficulty: Mean is based on a 0-5 scale, where 0 = extremely easy, and 5 = extremely difficult.

Task Statements	Task Importance* Mean	Task Learning Difficulty* Mean
DUTY A: PROVIDE TECHNICAL ASSISTANCE		
1. Assist with the interpretation of statutes and regulations	4.33	3.62
2. Provide program guidelines and recommendations	4.76	3.23
3. Assist with the organization and operation of advisory committees	3.64	2.54
4. Assist with local planning	3.84	3.05
5. Identify program resources	3.97	2.87
6. Broker program resources	3.07	2.71
7. Assist with curriculum implementation	4.30	3.44
8. Replicate exemplary practices	3.59	3.03
9. Assist with the development of program and facility specifications	3.93	3.39
10. Assist with funding applications	3.59	3.14
11. Assist with preparation of program reports	3.66	2.84
12. Conduct program reviews on request	4.25	3.07
13. Assist with program modification and upgrading	4.32	3.28
14. Assist local education agencies (LEAs) with integration of basic and vocational skills	3.42	3.41
15. Assist LEAs in serving special populations	3.29	3.36

16. Assist LEAs with program promotion	3.42	2.96
17. Assist with recruitment of vocational staff	2.67	2.49
DUTY B: PROVIDE PROGRAM LEADERSHIP		
1. Identify priority issues	4.54	3.64
2. Identify vocational training needs	4.29	3.37
3. Secure needed research base	3.49	3.57
4. Analyze program data	3.97	3.43
5. Develop program standards and criteria	4.57	3.79
6. Develop program guidelines and recommendations	4.51	3.41
7. Review and evaluate curricular materials	3.71	2.86
8. Coordinate curriculum development	4.21	3.28
9. Identify exemplary practices	3.78	2.68
10. Implement model or innovative programs	3.97	3.52
11. Promote professional organizations	3.84	2.76
12. Provide for program and teacher recognition	3.59	2.70
13. Review and monitor legislation	3.76	3.57
14. Author materials	2.68	3.25

*For an explanation of the scales and terms used, see p. 63.

Task Statements	Task Importance* Mean	Task Learning Difficulty* Mean
DUTY C: MONITOR AND EVALUATE PROGRAMS		
1. Orient local personnel to evaluation process	3.71	2.96
2. Conduct on-site evaluations	4.21	3.20
3. Review curriculum and instructional materials	3.88	2.86
4. Review facilities and equipment	3.79	2.84
5. Review student selection and placement	2.88	2.57
6. Review teacher credentials and professional development activities	3.48	2.85
7. Review advisory committee composition and participation	3.00	2.27
8. Assess compliance with statutes and regulations	4.03	3.51
9. Prepare evaluation reports	3.92	3.14
10. Recommend program status (e.g., approval, probation, disapproval)	3.84	3.15
11. Conduct follow-up visits	3.77	2.58
DUTY D: COORDINATE VOCATIONAL STUDENT ORGANIZATION (VSO) ACTIVITIES		
1. Assist local advisors	3.72	2.83
2. Advise VSO officers	3.44	2.67
3. Promote VSO activities	3.85	2.81

4. Maintain organizational records	2.83	2.21
5. Manage VSO funds	3.01	2.45
6. Assist with VSO fund-raising activities	2.19	2.39
7. Conduct student leadership seminars and conferences	3.56	2.96
8. Coordinate competitive events	3.57	3.15
9. Develop VSO publications	2.84	2.56
10. Maintain liaison with national VSO organizations	3.48	2.32
DUTY E: ACQUIRE AND MANAGE FINANCIAL RESOURCES		
1. Prepare funding guidelines	3.29	3.35
2. Prepare requests for proposals	3.44	3.45
3. Conduct proposal writing workshops	2.16	2.79
4. Assist with preparation of proposals	2.95	2.94
5. Review grants/proposals	3.76	3.15
6. Review project reports for compliance	3.24	2.79
7. Prepare budgets	3.44	3.16
8. Approve expenditures	3.41	2.80
9. Monitor budgets	3.38	2.80

Task Statements	Task Importance* Mean	Task Learning Difficulty* Mean
DUTY F: COORDINATE PRESERVICE AND INSERVICE TRAINING		
1. Maintain liaison with teacher education institutions	4.36	2.95
2. Assess training needs	4.05	3.35
3. Identify programs to be offered	3.86	3.22
4. Identify training resources	3.59	3.35
5. Schedule inservice activities	3.76	2.82
6. Promote inservice activities	4.18	2.78
7. Conduct inservice programs	3.99	3.19
8. Evaluate preservice and inservice programs	3.85	3.11
DUTY G: ESTABLISH LINKAGES		
1. Identify desired linkages	3.92	3.52
2. Establish linkage guidelines	3.34	3.51
3. Identify appropriate contact persons	3.75	3.24
4. Meet with individuals in the private sector	3.93	3.21
5. Attend meetings of associations and organizations	3.91	2.45
6. Organize advisory groups	3.58	2.99
7. Operate advisory groups	3.51	3.00

8.	Maintain linkages with organized labor	2.51	3.00
9.	Maintain linkages with business and industry	3.93	3.47
10.	Cooperate with public agencies	4.09	2.99
11.	Articulate secondary and postsecondary programs	3.92	3.88
12.	Provide for private sector recognition	3.00	2.83
13.	Participate in accreditation visits	3.21	2.73
DUTY H:	MARKET PROGRAMS		
1.	Identify target populations (e.g., regular and special populations)	3.42	3.25
2.	Identify promising marketing practices	3.42	3.48
3.	Develop marketing strategies	3.50	3.50
4.	Develop promotional materials	3.54	3.51
5.	Make promotional presentations	3.50	3.21
6.	Prepare media releases	3.00	3.10
7.	Evaluate marketing efforts	3.16	3.43
DUTY I:	PERFORM OFFICE ADMINISTRATION		
1.	Develop a plan of objectives and activities	4.55	3.23
2.	Schedule work activities	4.42	2.93
3.	Conduct staff meetings	3.65	2.73

Task Statements	Task Importance* Mean	Task Learning Difficulty* Mean
4. Participate in staff meetings	4.32	2.27
5. Maintain records	4.07	2.95
6. Coordinate support staff assignments	3.79	2.86
7. Supervise support staff	3.86	2.93
8. Prepare written correspondence	4.39	2.88
9. Transmit/receive messages and information	4.31	2.78
10. Maintain and disseminate resources	3.91	2.77
DUTY J: ENGAGE IN PERSONAL AND PROFESSIONAL IMPROVEMENT		
1. Maintain membership in professional organizations	4.65	2.00
2. Participate in conferences and meetings	4.47	2.16
3. Engage in continuing education	4.03	2.89
4. Read professional literature	4.42	2.55
5. Consult with professional colleagues	4.50	2.39

APPENDIX B

SURVEY RESULTS: SUMMARY OF "GENERAL INFORMATION" DATA

The questions in the General Information portion of the verification survey were designed to obtain data that would serve four major functions: (1) building a profile of the population on which this survey is based; (2) providing information about the type, adequacy, and extent of training that respondents had received for their current position; (3) outlining the traits that respondents felt to be most important for success as a state supervisor; and (4) highlighting the types of training resources and programs that would be most valuable for new state supervisors. The following pages provide an overview of some of these data.

Job Titles

The respondents to the survey worked under a variety of job titles. The most common job title (27 respondents) was that of "supervisor." The second most common title (18 respondents) was "specialist," and the third largest grouping (11 respondents) carried the title "consultant." In all cases, respondents' job titles were further defined by descriptors, such as T & I, state, program, education program, vocational, area, and assistant state.

The remaining job titles under which respondents performed their duties drew a smaller population than the previous three. They are as follows: director (8), program manager (4), chief (3), team leader (1), and coordinator (1).

Service Areas Supervised

From a total of 76, over half of the survey respondents (40) supervised a single vocational service area. The remainder fell almost evenly into two groups: those who supervised multiple vocational service areas (20) and those who served as chief state supervisors (22). The data indicate some overlap in response to this question. For example, some persons who served as chief state supervisors also supervised a single- or multiple-service vocational area and thus responded twice to the question regarding the type of service area(s) supervised.

The responses concerning the specific service areas supervised were relatively evenly distributed. In the sample population, agricultural education was the most heavily weighted (23 respondents). The remaining vocational service areas received 15-18 responses each; these areas included business and office, marketing and distribution, health occupations, home economics, and trade and industrial education. Industrial arts and technical education were supervised by 9 and 8 of the survey respondents, respectively. Only 4 respondents supervised multioccupational cooperative education.

Total Number of State Supervisors

The majority of survey respondents (34) worked in states that employed a range of 6-10 state supervisors to serve all vocational program areas. Only 10 respondents reported a range of 11-20 supervisors in their states. After this, the number of responses to all other average ranges dropped off sharply: 6 respondents reported a range of 1-5 state supervisors in their states; 4 reported having a state supervisor population of 21-30; 3 reported a range of 31-40; 2 stated that their states had 41-50 supervisors; and only 1 reported 51-60 supervisors in his or her state.

Years Served as State Supervisor

The sample group of respondents had a wide and evenly distributed time investment in their positions as state supervisors. For instance, 18 survey participants had held their positions for 1-5 years; another 18 respondents had served in state supervisory roles for 6-10 years; and 17 of the sample group had served 11-15 years. In the 16-20 year service category, the number of respondents dropped to a total of 9.

Types of Supervisory Training Received

It is important to note that none of the sources or types of supervisory training received were mutually exclusive (i.e., many respondents reported that their supervisory training came through a variety of sources and methods, both formal and informal). The most frequently cited mode of training fell into the informal "learned-by-doing" category; 69 respondents claimed this as a training source. Workshop attendance (34 respondents) and formal course work (30 respondents) were the two next most common training modes. Supervised, on-the-job training was fairly common, receiving 20 responses from the survey group.

The bulk of the supervisory training that participants received was concentrated in the four categories mentioned. Other types of training dropped off in the rankings. For example, "read supervisor's manual" received 10 responses, while "completed self-study materials" received only 2 responses.

There were a substantial number of write-in responses (22) to this section of the survey. Experiences in related education positions, in the vocational service area(s), in internships, and in life were by far the most commonly cited forms of training for the state supervisor's role. In addition, 2 respondents stated that both mentors and informal discussion with other state supervisors played an important role in their professional training.

Adequacy of Training

Participants' responses to this portion of the survey reveal a profile of extreme variability in the adequacy of professional training for state supervisors throughout the country. Although over half of the respondents stated that their training was either adequate (31 respondents) or very adequate (12 respondents), a high percentage (approximately 40 percent) said that their training was either inadequate (21 respondents) or very inadequate (18 respondents).

Worker Traits and Attitudes Important to State Supervisors

Participants provided an extensive listing of traits and attitudes they believe to be important for state supervisors. Although there was diversity in specific responses, there was considerable overlap and consensus about these characteristics in general. In addition, many of the responses seemed to collect in natural groups that could be categorized by a single word or phrase. The following paragraphs provide an overview of these categories.

Communication skills. Communication skills were frequently cited as a trait important to state supervisors. A total of 34 respondents specified both written and oral communication skills, and an additional 11 specified listening as essential to communication.

Interpersonal skills. A total of 26 respondents cited interpersonal and human relations skills as being important to state supervisors, and an additional 46 responses mentioned more specific traits related to this area of skills. For example, the ability to work cooperatively was mentioned by 10 respondents. As a cluster, consideration, caring, and empathy were also cited as critical components in human relations (8 respondents). Diplomacy and tact, closely allied with consideration and empathy, also received several mentions (5 respondents). In conjunction with the "nurturing" skills, fairness and consistency surfaced as important traits for supervisors (7 respondents). The ability to motivate others, delegate responsibility, mediate and negotiate at a number of levels, and serve as a helper rather than a policeman were also specified as essential skills to the state supervisor's role.

Experience and expertise in the supervisor's area of responsibility. Although the need for this may seem self-evident, the specific skills and experience that respondents identified provide an interesting profile of this trait. Specifics include broad-based instructional and evaluation skills and experience, combined with a solid grounding in technical skills and experience in industry. Respondents also cited the need for knowledge of the law--the rules and regulations that govern the educational system--and the ability to interpret the law. In addition, supervisors stated a need for research knowledge, as well as the ability to analyze and interpret data.

Organizational skills. Another high-priority item for survey participants was organizational skills (41 responses), and respondents specified a variety of features belonging to this item. These include effective overall managerial skills, time-management skills, and the ability to meet deadlines. Strategic planning skills that require the supervisor to be both task- and goal-oriented, as well as a skilled analytical thinker, were also cited as important.

Flexibility and versatility. These two traits--important characteristics in many phases of life--were designated as valuable to state supervisors (39 responses). The individual's ability to be open to change and to keep an open mind about what can and cannot be done was one of the frequently mentioned aspects of this trait (11 respondents). Respondents indicated that patience, compromise, and the ability to handle pressure and a high level of frustration work hand in hand with openness. In addition, respondents noted that supervisors need skill in dealing with complexity, including coordinating multiple unrelated assignments and understanding how to function within the existing educational system.

Decision-making and problem-solving skills. These skills were further characterized by survey participants as including such elements as leadership skills and political savvy. Foresight and the ability to view vocational education in the broad perspective were also cited as essential factors in effective decision making.

Resourcefulness and initiative. Also cited as valuable supervisory traits were resourcefulness and initiative, which were further defined as including creativity, innovativeness, self-direction, and motivation. The ability to identify both human and financial resources and to find creative ways to optimize their availability seems to be fundamental to nurturing other skills and attitudes so necessary to supervisors.

Dedication and commitment. Respondents stated that dedication and commitment were integral to their roles, and the evidence suggests that without these motivating qualities, supervisors would be ill-equipped to perform their work effectively even if they possessed many of the other skills and attitudes necessary for the job. Survey participants stated that the presence of these qualities was evidenced by such factors as dependability, perseverance, and enthusiasm, as well as a willingness to work long hours, travel, and be away from home frequently.

Respect. Survey results also show that respect for one's peers and respect from teachers in the field are critical to the supervisory role. Respondents stated that respect is gained through an individual's integrity, honesty, and long record of carrying out promises. In addition, a positive attitude and a faith in oneself and others are felt to contribute to gaining needed respect.

NOTES

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